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ABSTRACT

The third issue of this publication offers, as its overriding theme, the concern with improving the quality of education through financial measures, personnel, crisis intervention, and innovation adoption. Wilbur Cohen, Dean of the University of Michigan School of Education, was interviewed concerning a variety of aspects of education. In another interview, Bunyan Bryant, director of Educational Change Team (ECT) of the Network on Educational Unrest, gives an account of ECT's approach as it was used in a school crisis situation. Ronald Havelock of the Center for Research on the Utilization of Scientific Knowledge discusses his model for educational change. Other articles in this publication deal with support personnel, careers in education, and a futuristic look at the world of work. Appearing also are a variety of regularly featured departments. (WS)

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impact

SPRING 1972

The Magazine for Innovation and Change in Counseling

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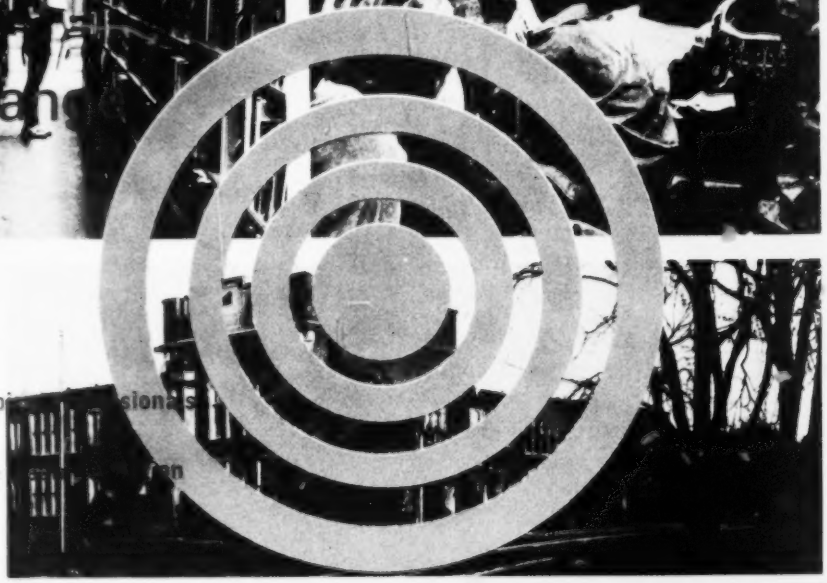

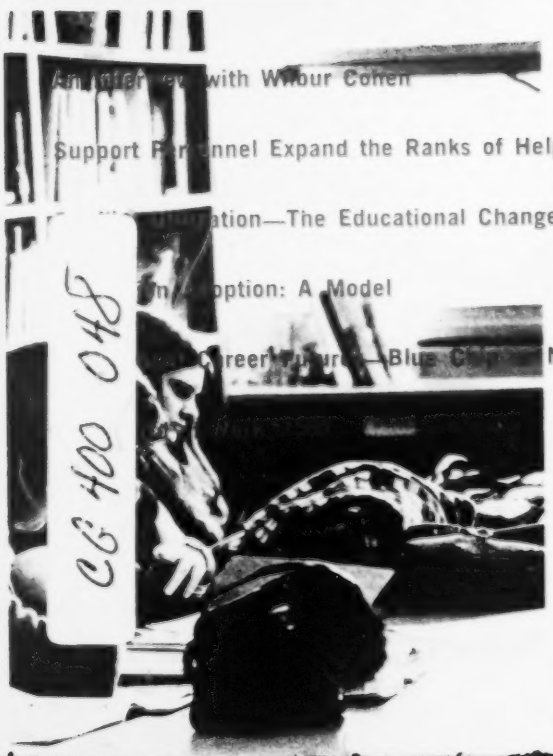

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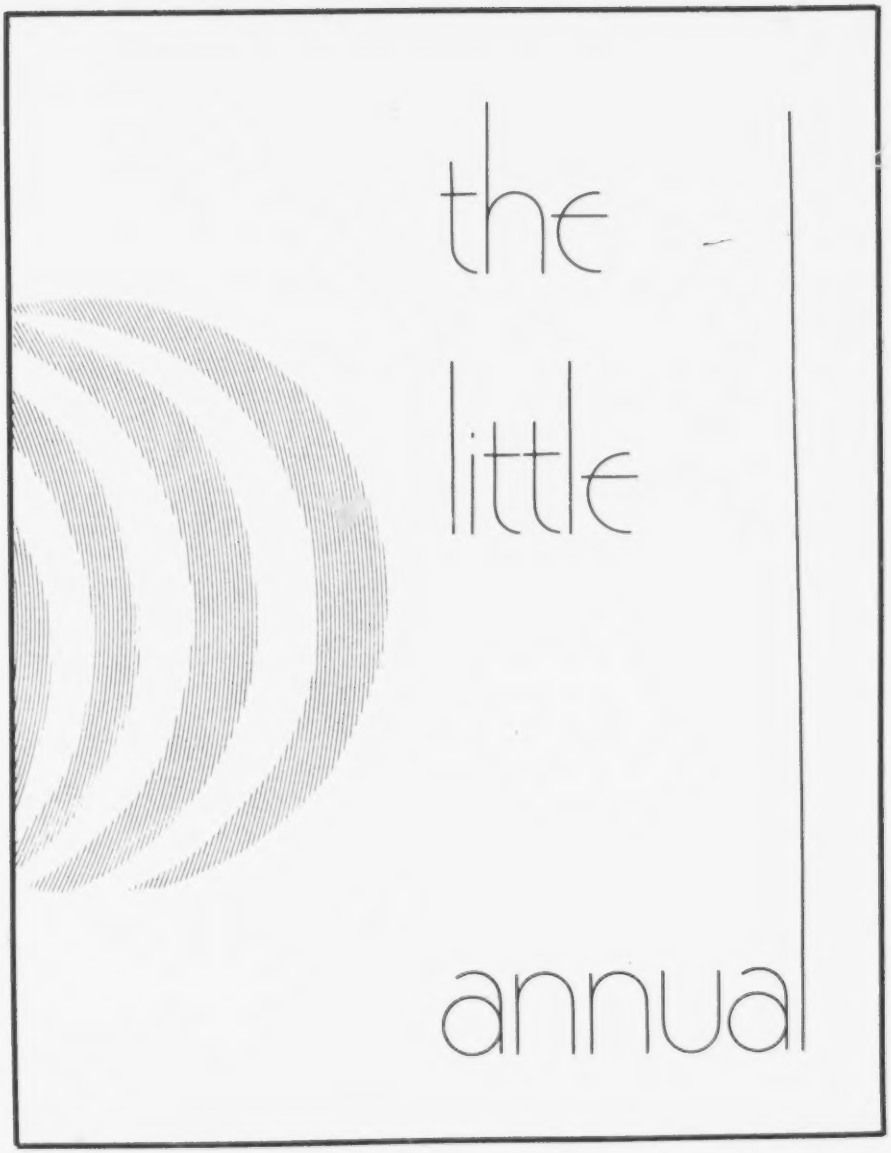

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About This Issue

Preparing our third issue of **Impact** was once again frustrating, fascinating and fruitful. It's the final result which counts, however, and we believe that those of you in school settings will find this issue of **Impact** especially deserving of your interest and attention.

The overriding theme of this issue is a concern with improving the quality of education through financial measures, personnel, crisis intervention, and innovation adoption.

For this issue we made maximum use of our location at the University of Michigan. Wilbur Cohen, Dean of the University of Michigan School of Education and former Secretary of HEW, provided us with the opportunity for a thoughtful and penetrating look at various aspects of the educational scene—financial needs, pre-school education, supportive services, and the role of women in the labor force.

The University of Michigan is also the main source for two other articles. The Network on Educational Unrest is headquartered here. In view of the tensions and "incidents" common to so many of our high schools Todd Areson interviewed Bunyan Bryant, director of the Network's Educational Change Team. The result—"Crisis Intervention: The Educational Change Team in Action," a step by step account of ETC's approach as it was used in an actual school crisis situation.

In conjunction with the article on the Educational Change Team we felt it necessary to offer some insights and information on innovation adoption. Ron Kopita talked with Ronald Havelock (Center for Research on the Utilization of Scientific Knowledge) on his model for educational change. The result is an informative, readable strategy for innovation adoption for helping professionals.

Personnel is a constantly needed educational resource and one of the developments that is finding acceptance and use in guidance programs is the use of support personnel. David Zimpfer, author and editor of several publications on support personnel, delves into this subject in this issue of **Impact.** This article informs counselors about the recruitment, utilization and training of support personnel.

Education has recently been experiencing an "over supply" of personnel—teachers, and counselors who are unable to find jobs. In the last issue of **Impact** we discussed the problems of some counselors in finding and keeping jobs. In this issue a report of the National Center for Information on Careers in Education provides the basis for insights into how youth view careers, careers in education in particular, and the implications of these views.

An unusual feature of this issue is a reprint of Burt Nanus' article "The World of Work: 1980" which originally appeared in **The Futurist.** We find this article particularly noteworthy and are pleased to be able to offer it to our readers.

Our departments continue to provide excellent ideas, approaches and resources. "Bazaar" contains, among other things, an annotated listing of many new books of use to counselors and "Exemplars" provides a close look at an intriguing elementary guidance program—Project SUCCESS. We also present the first printing of "Advocate"—Impact's stand on professional and national concerns.

We hope we've put together an issue which has meaning and excitement for you; our goal is to provide you with the ideas and information you need and want.

Garry and Susan

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An examination of the psychological, legal and economic problems associated with support personnel programs in schools and communities. Includes program initiation guidelines and program descriptions.

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The Educational Change Team in Action 42

A case study of a high school in turmoil. The Educational Change Team steps in to facilitate communication and cooperation among divergent groups divided by racial tension. The philosophy for cooling a hot situation is one of shared power for students, administrators, faculty, parents etc.

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happenings

There will be a number of conferences of particular interest for *Impact* readers during the month of May. The annual **School Social Workers Conference** will be held at the famous Grossinger's Hotel, May 7-9. The theme will be "Humanizing Education." Information on this conference can be obtained from Mrs. Kurshner at K34 Wilshire Lane, Oaksdale, New York 11769. ■

"Psychological Research and Its Responsible Use" will be the topic under review at the **Midwest Psychological Association Convention,** May 4-6 in Cleveland, Ohio. Meetings are open and those planning to attend should contact Winifred F. Hill, Secretary-Treasurer MPA, Department of Psychology, Northwestern University, Evanston, Illinois 60201. ■ New Orleans will be the site for the **American Association of University Professors Conference,** May 5-6. Meetings are open to members and invited guests. Mary V. Wilson, Administrative Assistant, AAUP, One Dupont Circle, Washington, D.C. 20036, is the contact person for this conference. ■ **The National Association for Foreign Student Affairs** will be holding its convention in Atlanta, Georgia on May 2-5. Those attending will discuss the "Impact of the Students across Cultures." Meetings are open and all are invited to attend Hugh M. Jenkins, Executive Director, NAFSA, 1860 19th St., N. W., Washington, D.C. 20009. ■ The Hilton Inn, St. Paul, Minnesota will be hosting the **Association for Educational Data Systems Conference,** May 15-19. Information can be obtained from Harlan Sheely, Director of Information Systems, State Department of Education, Centennial Building, St. Paul, Minnesota 55101. ■

"Higher Education Experiences the Urban Student" will be the topic discussed at two conferences being sponsored by the **Department of Educational Guidance and Counseling** and the **Division of Urban Extension,** Wayne State University, Detroit, in conjunction with the **National Association of Student Personnel Administrators.** The conference will be offered on two separate dates, April 21-22 and May 5-6. The meetings are open and all are invited to attend. For further information contact Dean L. Shappel, 316 Education Building, Wayne State University, Detroit, Michigan 48202. ■

Attention conventioneers! A new feature of the Happenings column will be a selected report of the social and cultural activities available to individuals at the convention sites listed here. Note these highlights! Atlanta, Georgia provides a multitude of things to do and see. For those attending the Foreign Student Affairs Conference in that city, conventioneers will be pleased to know that May holds some special notes of interest. The Atlanta Memorial Arts Center will be offering a number of concerts during the first week of May, while the Emory Wind Ensemble will be performing at the Glenn Memorial Auditorium. For the theatre-goer, "Hamlet" will be performed at Alliance Theatre from April 21-May 6. Information can be obtained by writing to the Alliance Theatre Company, 15 Sixteenth Street, N. E., Atlanta. For those who enjoy combining dinner with the theatre, the Barn Dinner Theatre will be performing "How to Succeed in Business Without Really Trying" during the first week of May. For specific details regarding the events list plus information about restaurants and other places to see in Atlanta, write Atlanta Convention and Visitors Bureau, Suite 806 Peachtree Centr, 230 Peachtree St., N. W., Atlanta, Georgia 3030[illegible]

■ What can be said about historic and beautiful New Orleans that hasn't already been stated! I am sure that those planning to attend the University Professors' convention are excitedly awaiting their visit to New Orleans. For information regarding the many fine restaurants, entertainment spots, and sites to see, write the Greater New Orleans Tourist and Convention Commission, 334 Royal St., New Orleans, Louisiana 70130. ■ Finally, turning to Cleveland where the Midwest Psychological Association meeting will be held, conventioneers will be pleased to know that Cleveland offers many things to do and see. "Operation Bus Stop" provides a professionally guided sightseeing tour throughout the City with stops at special sites. For art lovers, the Cleveland Museum of Art is open six days a week. Another special museum to visit is the Howard Dittrick Museum of Historical Medicine. For further information regarding things to do in Cleveland, write the Cleveland Convention and Visitors Bureau, 511 Terminal Tower, Cleveland, Ohio 44113. ■

There are many special notes of import for Impact readers. **ASCA President Thelma Daley** has accepted an invitation extended by the U. S. Commissioner of Education Sidney P. Marland to serve on a panel of scholars on career education. ■

The APGA Board of Directors, at its December meeting, moved back the dates of the 1973 national convention from March 4-8 to February 9-12. If you don't already know, it will be held in beautiful San Diego, California. ■

Within the next six months the **American Board of Counseling Services** will emerge as the fullgrown **Association of Counseling and Human Development Services (ACHDS).** The new association will use evaluation and accreditation as tools to advance the professional development of counseling agencies and services. ■

Beginning March 1 in Washington, D. C. and concluding May 10 in Denver, a series of **16 Office of Education-sponsored national conferences** on career education are scheduled throughout the U. S. APGA will have representatives from each state who will participate in regional meetings. ■

A six-credit institute on guidance in vocational education for elementary school teachers and counselors will be conducted at Gannon College (Pa.) this summer. Thirty participants, grades three through six, are expected to take part, with financial assistance available for those selected. Information and applications can be obtained by writing: Dr. William H. Culp, Director, Project GIVE, Gannon College, Erie, Pennsylvania, 16501. ■

A new APGA monograph has recently been published entitled "Support Personnel in School Guidance Programs." Written by David Zimpfer, Ronald Fredrickson, Mitchell Salim, and Alpheus Sanford, it will be of particular interest to the school counselor, typically overburdened with paper work and administrative policy which limit the time available for vital professional duties. The cost per copy is $3.50. Order from APGA Publication Sales, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009. ■

The possibility of an **APGA-sponsored professional liability program** for counselors and other personnel workers has been raised. The chairman of the committee appointed to study the question would like to hear from interested APGA members, particularly about situations that might result in a malpractice suit or other type of legal action against them. Comment to: Edward Adamek, Department of Guidance and Counseling, 327 Education Building, Wayne State University, Detroit, Michigan 48202. ■

There are still three senior Fulbright-Hays '72-'73 awards available. Inquiries are invited for: Turkey: Educational Psychology, Peru: Psychology (social and or industrial), Indonesia: Sociology. Information can be obtained by writing: Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington, D. C. July 1 is the deadline for applying for '73-'74 research awards and is the suggested date for filing for lectureships. ■

APGA is again sponsoring a summer tour to Europe. Here's the itinerary: July 31, leave New York for London; August 5, to Vienna; August 9, to Dobrovnik; August 12, to Rome; August 16, to Florence; August 18, to Venice; August 21, return to New York. The $895 price includes tax and two meals a day; sightseeing tours, first class hotels, all transportation; professional meetings in London, Vienna and Rome. For further information contact: Garber Travel, 1406 Beacon St., Brookline Mass. 02146. ■

The 12th World Rehabilitation of the Disabled Congress has been set for August 27-September 1 in Sydney, Australia. ISRD study tours of 22 to 37 days will leave from the West Coast and New York, escorted by leading professionals. For details write: Roslyn Cessine, Liberty Travel (official ISRD study tour representative), 135 W. 41st St., New York, N. Y. 10036. ■

In line with a 1971 Atlantic City Convention decision, **ACES** executive council has established a **Commission on Standards and Accreditation.** ■

The Educational Testing Service in Princeton, New Jersey has received a grant of $290,000 to continue Carnegie Corporation support of the development of a computer-based guidance system designed to help community college students make informed career decisions. ■

A new brochure, "The Educator's Placement Guide," has recently been published which offers assistance on the most practical level for the college placement officer whose job it is to help both inexperienced and experienced teacher candidates find positions in a tight job market. A complimentary copy can be obtained by writing: NCICE, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009. ■

The APGA biennial report, "Financial Aid for Graduate Study in Personnel and Guidance, 1972-73," is now available. In it are listed 235 institutions that offer financial aid for graduate students in guidance, counseling, and student personnel work. Cost of the publication is $5.50. Order from APGA Publication Sales, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009. ■

The La Jolla Program of the Center for Studies of the Person announces its sixth summer of institutes for individuals interested in the application of group process to their own settings. Four institutes will be held in summer, 1972, on the campus of the University of California at San Diego: June 17 to July 3, July 8 to July 24, July 29 to August 14, August 19 to September 4. Tuition is $275.00. Room cost is $4.75 per day double, $6.25 per day single. Meals may be taken on campus or elsewhere. Application should be made by letter, should include a $25.00 application fee (non-refundable if accepted, and in addition to the $275.00 tuition), and should contain the following information: name, address, telephone, sex, age, marital status, amount of previous group experience, and a brief statement of the applicant's vocational activities and reasons for wanting to attend. Early application is suggested. Participants wishing academic credit can receive their choice of three or six quarter units in connection with the summer institute, through the University of California Extension. The fee, payable to the Regents of the University of California, is $7.50 per unit. Applications should be sent to: The La Jolla Program: 1972 Summer Institutes, 1125 Torrey Pines Road, La Jolla, California 92037. ■

blueprint

Impact can only become impactful by responding to your interests and concerns. We need you to suggest topics and "prioritize" some which we have named (See **Impact,** Fall 1971, p. 57). We want you to help us draw a "blueprint" for the kind of magazine you want. A postcard with your priorities and suggestions will do. In fact, if you send us a postcard we will send you a supply for easy communication with us just to show you that we mean business about consulting you about your magazine.

Wilbur J. Cohen was Secretary of Health, Education and Welfare during 1968. He is currently Professor of Education and Dean of The School of Education at The University of Michigan. His economic and educational experiences have led him to conclude that Americans must consciously reorder national priorities and empower governmental officials to channel funds and energies into alleviating social ills. Impact is pleased to present his general views and specific suggestions.

Economic security is perhaps best defined as a job when you can work and income when you can't. Most fundamental is the opportunity to work. Job opportunities must be made available for all who can work, and programs that improve the ability of the individual to earn must be expanded.

From Cohen's "A 10-Point Program to Abolish Poverty by 1980." **The Congressional Record** December 5, 1969

...those policymakers and citizens who are concerned about the condition of American society often lack the information they need in order to decide what, if anything, should be done about the state of our society. Without the right kind of facts, they are not able to discern emerging problems, or to make informed decisions about national priorities. Nor are they able to choose confidently between alternative solutions to these problems or decide how much money should be allocated to any given program.

From **Toward a Social Report,** U. S. Department of Health, Education and Welfare, Wilbur J. Cohen, Secretary January 1969, pp. xi-xxii, 95-101

We have had grave crises in our national life before. We will have others in the future. Let us show a determination now to move ahead in social welfare. I believe we can and must chart new priorities for the 1970's.

From Cohen's Social Welfare Priorities for the 1970's." **The Social Welfare Forum,** 1970

THE ECONOMICS AND STRATEGY OF HELPING

Impact: Like teachers, counselors today are concerned about the future financing of education. Because they perform a special service, counselors are concerned not only with the general squeeze on educational funds, but are finding that the reduction of available funds is squeezing them. Some educators are saying that one way to maintain their "shop" is to eliminate special services. How do you view future funding possibilities for education? Are things going to get better before they get worse and might there be some strategies on approaches that individuals or groups could take to better the financial picture?

Cohen: I believe it is realistic to be optimistic. I am optimistic because I believe there will be a breakthrough in the next couple of years which will result in substantially more money for education. Two significant trends are on the horizon. One is the strong opposition to the property tax as a method of financing K-12 education. The national response of courts, governors, and legislators is to seek a substitute for the property tax. The second trend is the strong support for additional Federal funding for education. I believe these two trends are interrelated and that, during the next two or three years, the changes in educational financing will result in substantial additional funds for education, as well as more flexible funds that will enable educational programs to expand during the mid 70's.

Impact: What is this likely to mean at the local level?

Cohen: There is going to be a great deal of change, because the shift away from local property tax will mean more overall direction by state boards of education and a greater degree of influence by the federal government. I do not think this will mean taking control of educational policies away from local school boards, but it will mean a greater degree of what I would call tripartite influence—to be shared by the locality, the state and the federal government. Hopefully, these political bodies will work together and in a more effective pattern of cooperation than they have in the past.

Secondly, I believe that there will be a greater degree of decentralization of school policies and practices and this should result in more flexibility in the school system. This, I hope will mean a further expansion of guidance and counseling; for I believe that parents are the strongest and most enthusiastic supporters of guidance and counseling —they are the ones who see the need for it, for their children and for the community. The potentialities of our school system will be realized when (1) the stranglehold of local property taxes is broken, (2) there is an increase in federal aid to education, and (3) school boards can spend more time on educational policies and programs than on millage and bond issues.

Impact: In the interim period, people in many educational areas, including counseling, are having difficulty finding jobs. How would you recommend that teachers and counselors prepare themselves? Should we reduce the number of people we prepare for teaching or keep their numbers at the same level during this interim?

Cohen: I believe that there is a tremendous need for more counselors and, if we could somehow change the financing aspects of the school situation as I have just outlined, there would be greater opportunity for employment of counselors in the school system. I personally favor the introduction of counselors at the elementary school level as well as having them work in the total community, —with employers, community colleges, and institutions of higher education. So, I feel that we shouldn't shortchange ourselves at this time. We have to be realistic about employment opportunities in light of the current labor market. But I see no reason to be discouraged or pessimistic about the possibility of future employment, especially for those who are well trained, have a wide background, and who see potentialities for counseling in the broad perspective of influencing the child, the family, the school system, and the community.

Impact: You suggested that there may be new favorable funding opportunities. There have been a number of innovations suggested with regards to funding special services in schools. We would appreciate your reactions to these either generally or specifically. Some of the suggestions that have been made include: (1) the shared payment approach for any kind of psychological counseling system available in a school in which the parent would pay a fee and (2) the purchase of service concept—a parent would have a certain discretionary income available for use in certain kinds of helping services or in other kinds of services; and (3) the voucher approach—for each child in school parents could select X amount of special helping

services in or out of the school at their own discretion. How do you feel about these three options?

Cohen: I feel strongly that we always ought to keep our minds open to new possibilities that initially might seem far fetched. I am always willing to reconsider whatever view I have of what works and what doesn't work because times, incomes, attitudes and life styles are changing. But—I am a strong believer in free public education. For that reason I would not at this point in time favor special charges for helping services because I believe that such services should be viewed as essential as reading or mathematics or any other element in the totality of educational services for our young people. Therefore, I do not favor limiting or inhibiting the services to the young by some kind of special fees. We all recognize that we can't do everything for everybody all at once; but I believe it would be best at this time to allow the professional judgment of counselors to determine where they will put their limited resources in terms of the total needs of students, families and the community. I think we have to make the commitment that psychological services, counseling, and guidance of all kinds are just as important to students, the family, the school system, and the community as any subject matter or professional service in the school system.

The abolition of poverty will require money—about $15 to $20 billion a year initially This is only about 1½ to 2% of our gross national product. We can afford the money But money must be accompanied by far-reaching, penetrating approaches, by bold and coordinated public and private programs that provide opportunities for the poor. For those who are able to work, greater emphasis must be placed on jobs, education, and training. For those who cannot or should not be expected to work, improvements must be made in the social security program, which, combined with private benefit plans constitute the most effective institutions for income maintenance.

From Cohen's "A 10-Point Program to Abolish Poverty by 1980." The **Congressional Record** December 5, 1969

Impact: A number of people have suggested that we have not begun to approach an adequate level of what would be the broader societal outcome or benefit from further human development. Also, it has been suggested that if we were to commit a greater share of our national resources to human development, including specialized counseling resources, we would contribute both to the quality of life and to the gross national product. What is your view on that? Do you think that we are nearing the upper limit of a meaningful return on the investment in human development?

Cohen: I look upon the question of improving the quality of life as one in which an individual would have more options, more alternatives, and more choices. If that is to be a meaningful opportunity then people can only make choices if they understand the implications of their choices in terms of themselves, their family and their community. Therefore, I think counseling and guidance has a central role to play in the improvement of the quality of life because I would like to see people able to make their choices intelligently. I don't think that in the complex world in which we live we will be able to operate satisfactorily unless as citizens and consumers we know more about the product, the services, and the activities that one wants to engage in, whether it's a career, recreation, or any one of a manifold series of problems. The only way that the quality of life can be improved, as I see it, is to have more people helping the individual to make intelligent choices. So, I commend putting more money into this field and expanding its role and importance. This will require an increase in spending but, I believe we have to be prepared to devote more money to it and I think we will. However, I don't believe that you can take these services and apply a mechanistic cost benefit analysis to them as you would in connection with some other kinds of products or services because we're dealing with a very qualitative and subjective element.

Impact: How would increased educational spending be possible, when we have seen the present budget? Despite our dwindling involvement in Vietnam, we still have a huge deficit and people feel that education is underfinanced.

Cohen: I believe this is a short run problem. I don't want to minimize it because I am also terribly concerned about that problem in the short run, and as John Maynard Keynes once said, we all will die in the long run so we have to be concerned about the short run. However, I don't think we should let that obscure the fact that in this country there are significant, additional resources that can be devoted to education if we change the methods of financing education. That is why I so strongly favor (1) the reduction and possibly the eventual elimination of the residential property tax as a method of financing education, (2) the state contributing a much more significant portion of education costs, and (3) the federal government con-

tributing something in the nature of 35-45% of the total cost of education. Unless the federal government, through its more progressive tax system, finances 40-45% of education costs, we are not going to expand education significantly.

Money of course is not the entire problem, but I don't think you can do it without money. We can't do all that should be done in education unless we're prepared to devote a substantially greater portion of our gross national product to education. I believe the American people are prepared to do this if they have a different kind of tax system to accomplish it. I myself have a great deal of optimism that during the decade of the 70's we will be able to revise education financing to improve the quality of life.

Impact: Allied with this is the question of priorities in counseling. Decisions as to how to arrive at and respond to priorities are becoming political matters. Priorities are set at the state and national levels; this has led a number of people to suggest that counselors should be much more active in the political process, using it as a way to communicate and support priorities that they think are important. They can be more politically active as professionals by (1) taking stands on national issues and concerns, (2) sponsoring candidates, and (3) working to develop appropriate legislation. What do you think about this type of involvement by professional practitioners?

Cohen: I think that professional practitioners should be involved in politics. You might call it the triple P approach.

Impact: "Triple P"?

Cohen: Professional Practitioners in Politics. I think that every individual is a citizen who has a responsibility for the totality of resources and attitudes in his community and in his nation and that, therefore, you cannot divorce his interest in politics from his other professional ideals and concerns about the world in which he lives. It is essential that people who have an education, and who have a large responsibility for not only the present world, but the world of the future, should play a significant role in the political process. However, I think they must always realize that they should not allow politics to enter into their professional decisions within the school system or the relationships they have with individuals within the school system. Changing the tax system, changing the educational system, and dealing with matters relating to the environment, are matters having great political consequence to our educational system and I believe professional practitioners have a valid reason and a good opportunity to play a role in connection with them. This can be done in a way that would keep partisan politics out of the individual school and retain the professional relationship with the individual child but would still help to change conditions and the environment to make a better world, a better community, and a better school system.

Impact: We now have a statement from the Office of Education on its national priorities. The statement implies that O.E. would like to keep and continue these priorities through, at least, the next decade. What do you think are the priorities we should have for education in general and for counselors specifically?

At the very time when Federal funds for educational and related training programs are inadequate, there is a total of some $10 billion built up in the 50 State employment reserves. After and during this period of substantial unemployment, for there to still be $10 billion available is an indication to me of misallocation of resources and a need to reallocate some of these resources. At least $6 billion of this total is unnecessarily "sterilized" in these funds.

From Cohen's testimony before the Select Subcommittee on Labor, House Committee on Education October 27, 1971

Cohen: I think that the biggest priority in education at the present time is to make the system more flexible, more adaptable, and more attuned to individual needs and circumstances. I favor various types of approaches in trying to achieve flexibility. My attitude is based upon the fact that for millions of individuals going to school there can not be a single pattern of instruction, learning, curriculum, or training that is going to be satisfactory for everyone. I think we have concentrated too much on a structure that is supposed to be usable by nearly everyone. We should have more variation so that individuals with different backgrounds, goals and emphases can relate to the school system. Because of the need to deal more effectively with the disadvantaged and individuals coming from different ethnic backgrounds, we must be sensitive to the fact that we do not, at this time in history, want to develop a homogenized type of student or personality; rather we want to try and help in the self-fulfillment of every individual. Therefore, I favor greater emphasis on individualization and a greater attention to the differences in personality and perspective of the individual and his family. I would favor more alternatives in types of instruction for differ-

ent individuals with different abilities and outlooks. I think that's what makes an interesting society, a community of dynamic, and vital people, which is what I hope the United States will continue to be. In this structure the counselor has a much more important role because he has to be much more sensitive to the aspects of individualization than if he had a homogeneous, highly structured program into which he was trying to mold everyone. Homogenization of our society, or as we once called it, the great melting pot, was very important in the United States between 1900 and 1930, but I don't think it is our objective nor should it be for the years 1970 to 2000. We must now approach the school system, the individuals, the teachers, the teacher certification system, the "whole ball of wax" in a radically new, person-conscious way. For instance, I favor substituting some type of performance evaluation for teacher certification based on course credits. I favor allowing students to take different kinds of courses and go to different kinds of schools with less requirements for previous courses than in the past.

In general, I believe we ought to get away from credentials and move toward performance. The evaluation of performance, of course, is not easy but we ought to try to break through "credentialing" so we can begin to recognize ability. This may also have an important impact on the tenure system, on the promotion system for teachers, and on the way schools operate. I would like to bring more different kinds of people into the school system, because basically, I look at education as a lifetime matter and do not equate education simply with schools or schooling between 8:30 and 3:30. I think we must radically revise our concept of learning as a lifetime matter that begins the moment a child is born and continues to the very moment an individual dies. We must provide the kinds of services and opportunities an individual needs inside a school, and outside a school, during his whole lifetime. For that reason I favor broadening the educational system to serve the community's children, adults and all those who engage in recreation and leisure time activities. We must keep our schools open longer; we should not close them during the summer. I don't even think we should close them on weekends. Potentially, they should be open 24 hours a day, seven days a week and 365 days a year if people in the community really want to use their schools. We have to approach the school system, the educational system, the whole concept of lifetime learning in a much different way than we have in the past. This will lead to greater opportunities for teachers, and counselors, and will unleash great potentialities in the young people and adults of the future, for it will provide them with a greater degree of choices for their own self fulfillment.

Impact: You have a record of being a supporter of guidance through NDEA, through your public statements and through your position as Dean at The University of Michigan. Are there any negative images or behaviors in counselors that you would want to speak to in order that they might become more effective?

...we should enlist the community colleges, technical institutes, and universities in a much more important and extensive role in training people for paraprofessional and supporting jobs; we should train millions of mothers and many more men for work in early childhood education; and we should reexamine the way in which the employment service and unemployment insurance program affects the operation of the manpower program of this country.

From Cohen's testimony before the Select Subcommittee on Labor, House Committee on Education October 27, 1971

Cohen: I believe that the parent or the person in the community tends to view the counselor in the school system in three limited ways. First, helping the child choose a career where the child or young person is undecided. Secondly, trying to get students into colleges or universities when they're having a tough time. Third, dealing with the child and the principal in the school system when there's some difficulty. Each of these three aspects are exceedingly important and should not be minimized. However, I believe that the role of the counselor is really much broader and we must overcome the image that the counselor deals only with one, two or three of these aspects of children's development. We're developing children today for a world that's going to be much different from the world we now know or the world that we knew as young persons. The child in the elementary school system today is going to be the man or woman running this country in the year 2010. Nobody has the slightest idea what kind of world that child is going to be living in and how he is going to manage his environment and the problems with society at that time. I think we do know, based upon our experience of the past 100 years that the world of 2010 is going to differ vastly from 1970 and certainly from the world of 1940 or 1950.

Consequently, I think that the world of the school system and the role of the counselor in the school

system must relate in some manner to what I call a fourth element; helping people prepare themselves to deal with a world that is going to be much different than the world we're now living in. I think this means a change in the mental framework in which we operate, a greater degree of adaptability to change, a psychological feeling of being able to effectively deal with the changes of science and technology, styles of living and the changing institutions that exist in our society. I think, therefore, the counselor should begin to counsel the teacher and the principal in the school system as well as the parent and child.

Finally, I would like to see the counselor become a more effective instrument in the school system and in society without losing his professional competence to deal with the three important areas that I first outlined, and always keeping in mind that his role is one of helping the individuals as well as institutions to adapt to change.

Impact: Would the counselor be able to deliver more effectively in the areas that you described if he were not located in the school but rather in a community service center? People are suggesting that some counseling services presently in schools should be transferred to a community setting so that counseling would be more available to parents and students who have left school.

Cohen: At the present time I think they should be in both places. Again, as I said earlier, I would determine my long run view on how well this works. We have to make services available to people outside the school system. Parents have lots of problems, as do young people. I would try the services in different places and, evaluate where they work best; we may discover that we want them in both places. Some people might be willing to come to one, while others might be willing to come to another. However, I strongly believe that services should be available to people in the community on Saturdays and Sundays. Not everyone should be forced to receive these services between 8:30 and 3:30 in a school. We must think about the availability of services in a broader context and in a larger institutional setting which affords more alternatives.

Impact: Counselors and teachers who think in terms of "what's the best way to offer services" find, when they try to carry out their thinking, that the larger bargaining unit, a professional association, an organized union or whatever, interferes with their freedom to do things in a broader, more responsive, experimental way. This occurs primarily because these large contractual negotiators are making more decisions for the groups they represent—individual initiative is declining. Is this likely to become more of a problem in the future?

Cohen: I think one of the big problems in our society is the growth of professionalism and the growth of credentials. Both are understandable, but nevertheless, they represent aspects in our society which have disadvantages as well as advantages. I would like to see us have the advantages without the disadvantages and I think, therefore, we must always be sensitive to the potentiality of "over professionalism" and "over credentialing" which I think exists at the present time. There should be more flexibility, and opportunity for periodic evaluation and an attitude of willingness to change.

Impact: Don't contracts limit flexibility? For example, they prohibit staff from staying beyond a certain time at school, they limit the number of hours they can devote, they specify who it i[illegible] can see,—they spell out job descriptions, per[illegible]ps too explicitly. Do you find this to be true?

Cohen: I can see how this grew out of the abuses that existed many years ago, but I tend to think that we now ought to have a greater degree of competence and ability to handle those kinds of problems in a more flexible way. I would like to open doors to students, teachers and principals rather than close them. I think where we're failing is in not allowing people to work with each other in terms of the needs that exist. This is an area that [illegible]ds a great deal of reexamination.

Impact: One innovation along this line is the notion of performance contracting and competitive bidding for services. Experiments in Indiana and Texas may involve large commercial learning corporations in offering the entire school system education or special services like counseling on a contract basis. What is your view of developments in the learning contract approach?

Cohen: I have been neither as convinced that this is the solution to many of the problems as others, nor have I been as critical as some opponents. I

In view of the importance of education, it might be supposed that there would be many assessments of what or how much American children learn. But this is not in fact the case. The standard sources of educational statistics give us hundreds of pages on the resources used for schooling, but almost no information at all on the extent to which these resources have achieved their purpose.

From **Toward a Social Report**, U. S. Department of Health, Education and Welfare, Wilbur J. Cohen, Secretary January 1969, pp. xi-xxii, 95-101

believe that there are valid areas for performance contracting, but the proof of the pudding is in the eating—will it actually work? I believe that it might be possible for performance contracting to work when dealing with very limited or restricted areas that can be judged on the basis of performance. I believe that we ought to give it a try, and see where it would work and where it wouldn't work and then make our judgements. I do not like to determine a priori that something won't work without having seen the evidence, for I think it's entirely possible for performance contracting to work in some areas and not in others. I think we should look at the whole matter in terms of what we feel could be done to improve the present system without losing some of its advantages.

Impact: There are a lot of suggestions and questions about how we've organized our national educational structure—the Office of Education, State Departments of Education, local educational agencies. Have you any thoughts on how we might better organize the entire educational system in this country?

Our educational system . . . tends to undermine the confidence and respect that people have in craftsmanship and the belief that every individual has a contribution to make whether he is skilled or unskilled.

Unless we make the dramatic change in that attitude in our schools of education, among the parents, and in the elementary and secondary education system, the whole system is likely to break down.

From Cohen's "Needed Changes in Education."
The Henry H. Brechbill Lectures
The University of Maryland
April 10, 1970

Cohen: First, as I said earlier, I think the local school board should be freed from much of its concentration on financing, real estate and other related financial matters so it can begin to spend more time on curriculum and educational alternatives to the present system. I also believe local boards must be much more concerned with parent involvement and a greater degree of decentralization, especially in larger school systems, so that the establishment of a system doesn't get so entrenched that there is no opportunity for the kinds of new developments we expect from educational experimentation.

Secondly, I believe that state departments of education must assume greater responsibility in insuring equal opportunity for every child within the state. I doubt that there is any state in the union where this has really been done. I believe that, in the 70's the courts will press state departments of education in this direction. I think there will be attempts to overcome many of the obstacles which have been placed in the way of minority groups and other disadvantaged students and I think that this will be a central preoccupation during the coming decade.

As for the federal government, I think its leadership should lie in stimulating innovative, experimental pilot programs and keeping open the doors of flexibility and changing approaches to the problem of education by its willingness to finance new types of endeavors and ideas. It is only by this kind of experimentation and innovation that we are going to be able to keep the educational system adaptable to the changing needs of society and the changing character of science and technology in the world of the future. Consequently, I don't feel that there is any one form of organization that is going to answer all these problems, but I do think there is going to be a changing emphasis on the roles that the local school board, the state departments of education and the federal government will play along the lines that I have indicated.

Impact:—Imagine that you are a counselor in a school and that there are changes you would like to implement. Do you have any thoughts you would like to share with a counselor in such a situation?

Cohen: John Winant, who was the U.S. Ambassador to Great Britain during World War II once told me that he received the greatest philosophical help from a shoemaker in his home town who said that the solution to the difficult problems in life was never to be dissatisfied but to always be unsatisfied. I would say that this is the philosophy the teacher, the counselor, the dean of the school of education, president of a university, the Secretary of Health, Education and Welfare must have. There are many things in our society which need changing, but to assume that the changes are all going to come overnight does not accord with past experience and reality. One must always be working to improve the present situation, recognizing that a completely satisfactory resolution of these questions never really does occur in one's lifetime. I believe that the counselor must be able to work within this kind of difficult situation, whereby he or she moves toward certain changes, but recognizes that human beings don't change very easily or very fast except in extraordinary circumstances. I think counselors should be aware of the potentialities for change that occur in our institutions and be able to handle this kind of frustration better than someone who isn't trained as a counselor.

Impact: In a talk you gave on needed changes in education you said "I have my doubts whether it is wise for most women to go to work when they have young children." In view of the women's lib movement and the fact that more women are moving into professional positions, I wonder if you would like to expand on what you mean by wise and why?

Cohen: I think that the most important and formative period in any person's development is the period between the time of birth until six or so years old. I believe, therefore, that the mother plays an extremely important role in influencing the personality and development of the child; his intellectual curiosity, motivation, and creativity; his relationship in the family; his attitude on marriage, sex, human development and an infinite number of other matters that determine the important things in life. I don't think it's possible, if a mother works, to concentrate all this with the child before 7:00 in the morning when she leaves for work and after 6:00 at night. Therefore, I believe that some of the advantages to children are being lost when mothers work full time, when a child is very young.

I must say I also think it is somewhat of a sacrifice for the mother if she doesn't have this intellectual and emotional opportunity herself. Certainly, I think it could well be detrimental to the child and adverse to the community in the long run. But the resolution of that problem is not to standardize the solution in any way, but to try and give every woman a more effective choice of what she wants to do. I think, therefore, we should have more jobs for women that are 20-25 hours a week so that they can spend time with their children as well as engage in professional activities. It's going to mean a change in the attitude of employers and it may well be that there need to be more jobs in which a woman can work 9 months a year instead of 12 months a year.

On the other hand, the fact that a person becomes a parent doesn't automatically qualify him or her to be a satisfactory expert in child development and, therefore, I think we have to have more people in the school system and out of the school system to supplement the work of the mother and the father in this area. It will not be a perfect solution to the problem but, I would like women to have more choice in what they do rather than being forced to work because they need the money or forced to stay at home because they don't have the training to go out and get a good paying job. I think early childhood education, day care centers, and shorter work-week and work-year opportunities would create a more flexible situation for parents.

Impact: Would you say that innovations such as split jobs where two people essentially work a full time job might be an application? Do you see an idea like this extending into education, with two teachers per classroom—one in the morning and one in the afternoon?

We must develop continuing education programs that will enable women who wish to return to paid employment to do so. Vocational and technical schools, junior colleges, and universities should develop refresher or continuation courses to help these women back into the employment market. Evening and weekend courses should be available to meet their personal and family requirements. Flexible school and work hours would enable them to be students and workers, as well as wives and mothers. The critical manpower and "womanpower" shortage in health, social work, and education could be eased considerably with the reentry of these women into the labor market.

From Cohen's "The Learning and Earning Force." The **Educational Record** Spring, 1969

Cohen: I really don't know the answer to this in terms of all kinds of jobs but I do know that there are some jobs in our society that can be handled on a 20 hour a week basis. We tried to develop a series of those kinds of jobs in the department of Health, Education and Welfare and I think it takes a certain amount of ingenuity on the part of the employer and a certain amount of cooperation on the part of the individual in order to make it work. We can't make every job that way but we ought to have more of them for the kinds of people that want them. In the secondary school system where they're teaching subject matter courses they probably could use people to teach two courses a day or to teach a certain course three days a week, or something like that. However, it would take a certain amount of ingenuity to make it work.

Impact: You mentioned day care and child care services. Do you see the university and schools of education within the universities as playing a role in the training of paraprofessionals to work in day care centers? In what way do you think these programs need support and encouragement to maximize community involvement?

Cohen: I think schools of education should prepare people along the entire continuum from preschool to post graduate education. I think we should provide a wider range of opportunity for

people who have a high school education to people who want to come back after they have their Ph.D. to do post graduate work. To make the system really work, however, we have to have more opportunities for career development, for paraprofessionals and aides. I think this is an extremely important function of a vital modern school of education.

Impact: Do you foresee industry and other commercial, non-educational institutions playing a role in continuing education, retraining and upgrading?

Cohen: I think industry has to take much more responsibility for in-service and on the job training than ever before. The normal educational system simply can't do the whole job. A large part of education can come about on the job. Once an individual has a job, an employer who is on the ball will see to it that the good members of his staff have enough training to enable them to take on changing responsibilities, new responsibilities, and added responsibilities. I think a lot of this is going to occur inside the employment system but even this can't do it all. The universities also have a role in it. Community education programs, which will keep the elementary and secondary schools open evenings, Saturdays and Sundays, are extremely important too.

Impact: At times you have stated you see a need for greater parent involvement in education. What role would you ideally like to see parents play in the total educational picture and how would you see parents interfacing with professional educators?

Cohen: I think parents have a role to play in many matters that previously have been thought to be professional, like curriculum, testing, and evaluation. I don't think the school system should look upon parents' attitudes toward their children as being only a kind of emotional attitude. I think parents have the right to question and to participate in the process of trying to define the proper course of study, the career opportunities and other factors for their children. I think this involves a great deal of discussion and I believe that it is going to be one of the main aspects of parent involvement, particularly as you get into differences in life style and cultural attitudes and multiethnic approaches. To me the differences among people are among the most valuable and important assets that we have as human beings and we should understand these differences and be willing to accept them without thinking that we necessarily have to mold everybody into one framework using only one kind of approach. Discussion among parents, teachers, administrators and counselors is imperative to the successful education of children and to the development of a vital, dynamic society.

Impact: Would you be supportive of bringing in parents, as paraprofessional teachers, to work with students in a classroom situation even though they lack certification?

Cohen: Certainly. I think they could do a great deal of tutorial work; they could be teacher's aides, they could be used for a number of different functions. Certified teachers are not the only educators we need in our educational system today. We must utilize the total resources of the community in a new, bold approach to lifetime learning.

Our society is undergoing tremendous changes. We need to create new and more flexible instrumentalities to carry out what we promise. I am extremely sensitive to the point that we should deliver what we promise. To do this I believe we should have more "institutional" grants than "project" grants... I don't believe in discarding any of these devices but to use them all. This is the way to make the greatest use of all of our resources.

From Cohen's testimony before the Select Subcommittee on Labor, House Committee on Education October 27, 1971

reactions

In this issue of *Impact* we invite you, the reader, to react to the Wilburn Cohen interview. If you feel he has raised some points with which you take issue, or if you would care to elaborate on topics discussed here, please address your reactions to: Impact/ Cohen, P.O. Box 635, Ann Arbor, Michigan 48107.

Do you have an article written or an idea for one you would like to write? If so, why not submit it to **Impact.** We will be glad to evaluate it for possible publication. Submit copy in double-spaced typewritten format. Manuscripts will be returned only if accompanied by return envelope and postage.

"quotes"

One reason why the new eroticism can ultimately be tolerated more easily than, say, the right of 18-year-olds to vote, is that sexual change doesn't have the same far-reaching consequences as economic and political change.

Herbert J. Gans in
The American Malaise
N.Y. Times Magazine
February 6, 1972

There seems to be a gradual realization that the nation's apathy over the Vietnam war has shortchanged the Vietnam veteran.

Dr. E. Robert Stephens
on leave from the
University of Iowa to the
Veterans Administration

In the present phase of our civilization women's ambition to break with old traditions of her existence is being realized more and more successfully. The advances of medicine will increasingly lighten the biologic tasks of women and it will be possible to divert the energies thus released to other goals. All those to whom the ideals of freedom and equality are not empty words sincerely desire that women should be socially equal to man. However . . . woman's achievement of full social equality will be beneficent to her and to mankind as a whole only if at the same time she achieves ample opportunity to develop her femininity and motherliness.

With regard to the girl the forces of the outer and the inner world act in the same direction. That is, the urge towards activity in women is weaker and the external inhibition stronger.

Dr. Helene Deutsch in
Female Sexuality: A Psychology of Women

. . . We, of the Mental Patients' Liberation Project, want to work to change the conditions we have experienced. We have drawn up a Bill of Rights for Mental Patients—rights that we unquestioningly should have but rights that have been refused to us. Because these rights are not now legally ours we are now going to fight to make them a reality . . .

Statement
Mental Patients' Liberation Front

The lectures were complicated by the fact that Professor P. had trouble communicating. To his credit, however, an overwhelming majority of the respondents (41% of the class) felt that Professor P. was adequately prepared and did allow time for questions. Despite his preparation, his lectures were considered from horrible to fair. Fortunately, however, he never had much of an audience to bore. As a matter of fact, the only time there was any type of showing was during the exams.

[Professor P.] was hired too late and too mediocre. Some men are born mediocre, some men achieve mediocrity, and some men have mediocrity thrust upon them. With Professor P. it has been all three. Even among men lacking all distinction he inevitably stands out as a man lacking more distinction than all the rest, and people who meet him are always impressed by how unimpressive he is.

Boston University
1971 Course Evaluation Book

I have served in the United States Senate for over 25 years and in all that time I have never felt disgraced by my government. But today I stand on the floor of the greatest deliberative body in the world, in total humiliation.

This administration can see great humanity in providing a $250 million loan for a hungry Lockheed Corporation but can't see spending another dime on hungry human beings.

Senator Magnuson (Washington)
reacting to Kobe, Japan
sending relief food to Seattle.

Eliciting the confession of lies out of children who didn't lie and hadn't lied can easily become one of the most highly developed practices within a segregated school. An assumption of prior guilt is often so overwhelming and so absorbing that even a new teacher with strong affiliations to the Negro community, and sometimes even a teacher who is Negro, will be surprised to discover the extent to which he shares it. It seems at moments to require an almost muscular effort of the imagination to consider the possibility in a particular case that the Negro child might actually not have done it, that he might not be telling any lie.

Jonathan Kozol
Death at an Early Age
p. 56

Oh, I like school all right, but some of those classes, ugh. What good will they ever do me? My father has a good job at the factory, and he doesn't have a high school diploma. There are some teachers I really like, and I don't cut those classes but let me tell you there are some where I just think I'll die before the bell rings. Yes, those are the ones I cut. My counselor gets mad, but seems like it is silly to take some of those subjects. My parents never say anything about my report card, but I guess my mother would like me to finish.

Chicago Indian, age 17
The American Indian in Urban Society

"The community turned off my whole program." Cleaver alienated many Blacks by telling them they had a choice of "either picking up the gun now and winning the revolution," or being called an "Uncle Tom."

Huey Newton on the
Black Panther Party

All the forces of psychoanalysis came to be gathered to force woman to 'adjust' to her position—that is, to accept it and submit—for the security of society and the strength of traditional marriage depend on her accepting her fate.

Kate Millett in
Sexual Politics

Black women and white women have more in common than they have dividing them. As long as society is sexist, it holds back half the black community, as well as half the whites, Puerto Ricans, Chicanos, and other minorities. All women have to work together against this common injustice.

Gloria Steinem

The 1970s don't lend themselves to a Martin Luther King or even a Whitney Young, a single or a group of top leaders. The nature of things is that we will soon see the rise of a lot of local leaders from their individual, local levels.

Vernon E. Jordan Jr.,
Executive Director of the
National Urban League

The World Of Work: 1980

by Burt Nanus

Burt Nanus is director of the Center for Futures Research at the University of Southern California. His article is reprinted here by permission of The Futurist *magazine.*

Nanus interviewed a panel of manpower experts who foresee a shorter workweek; better educated employees, a tripling of manpower funds; and an effort by manpower agencies to increase job satisfaction and deal with clients as people with many interests and needs.

Last year we at the University of Southern California's Public Systems Research Institute assembled a panel of distinguished experts in the manpower field to discuss how changing patterns of work and leisure may affect our culture.

The panel was sponsored by the U.S. Department of Labor's Manpower Administration, which has been concerned with determining the best educational background for staff personnel in both federal and state manpower agencies.

Our feeling at the University of Southern California was that one cannot successfully design a program of education without projecting the environment within which those being educated will have to function. We felt that there might be great changes in the National Manpower System within the next 10 years and that we therefore had to try to discern these changes in order to design a rational educational program.

To forecast the changes in the manpower system, we contacted a total of 62 notable manpower experts including academic and consulting personnel who had made manpower their lifetime vocation, along with manpower executives at the Federal, state and local level. For example, the sample included the top administrators of the Employment Security Agencies of 16 states. Forty-one experts were actually able to participate in all three stages of the study process, which employed the well known Delphi questionnaire technique as its basic methodology. Three questionnaires were used to determine events or problems in the field of work and leisure that might be of relevance in the next ten years.

More Workers in White Collar and Service Jobs

The first subject we were interested in was the composition and location of the labor force in 1980. In this regard, there were few surprises. The panel clearly felt that the trend from blue-collar to white-collar workers would continue and that service producing industry would continue to expand at the expense of the goods producing sector.

With regard to geographic distribution, however, there were two schools of thought. The first, consisting of about 70% of the panel, felt that the trend to urbanization would continue so that by 1980 over 70% of the population would live in major metropolitan areas. The remaining 30% of the panel expressed the opinion that urbanization may not continue. Some of the factors cited by this group were strong pressures opposing centralization such as anti-pollution attitudes and the possibility that government measures may be introduced to disperse the population over wider geographic areas. Perhaps in support of this point of view, fully 65% of the panel agreed that the number of available jobs in rural and suburban areas as opposed to urban centers will double between 1970 and 1980.

32-hour Workweek by 1980?

The Delphi panel generally anticipated far more wide-spread leisure. Seventy-two percent of the panel said that the average scheduled work week will have been reduced to 32 hours from the current 37.5 hours within the next decade. Over 80% felt that 30 days of work vacation periods and 15 scheduled holidays will apply to at least half of all employees within the decade. Over 90% felt that the average age at retirement will be around 60 years prior to 1980. Even those who did not feel the work reductions would occur so soon indicated an expectation of only a slight delay beyond 1980 to allow these patterns to diffuse over the country. It does not necessarily follow that all this additional time will be used for leisure, however; 70% of the panel expressed the opinion that the number of voluntary part-time workers in the total labor force will double by 1980.

There was unmistakable agreement among the panel members that there would be an increased emphasis upon education in the next decade although most panel members expect it to occur in the latter part of the decade rather than the earlier part. About 71% felt that the standard number of years for completion of education will increase to 15 (two years beyond high school) by 1980 and that the percent of the population over 25 with at least a high school degree would increase from 54% to 70%.

Manpower Field May Grow Rapidly

Much of the literature in the man-

power field supports the view that we are passing into a new era of collaboration between the government and other institutions in manpower policy and planning. Not only is full employment expected to continue as a prime government objective, but a broadened objective of achieving full realization of human potential is expected—that is, not only a job for each individual who wants one, but a meaningful occupation in line with his skills, aspirations and ambitions. To gain a deeper understanding of the implications of these developments, the Delphi panel was asked to record its judgments about the growth of federal financial support in the manpower field. There was widespread agreement that federal government interest in manpower will greatly expand. Over 80% expect that the percentage of the federal budget devoted to manpower problems will at least double by 1980 and that the amount of money spent on manpower problems per year will at least triple. Ninety per cent expect a Council of Manpower Advisors similar to the Council of Economic Advisors to be established within the next decade although most people do not expect this to lead to greater centralization of manpower authority. For example, 90% felt that total regionalization of the Employment Security System would take place by 1980 with the government having responsibilities in planning and coordination but not in administration.

With regard to the unemployment insurance function, 70% of the respondents felt that it would be completely separated from the employment service function in all but a few states before 1975. Nevertheless, more than half of the panel still maintains that unemployment insurance will be related to availability for job placement in the foreseeable future unless the concept for the guaranteed annual wage gains additional momentum.

Job Satisfaction Will Become Major Aim

In light of the changes expected in government attitudes toward manpower, an attempt was made to project the objectives that would guide manpower policy in the 1980 to 1990 time frame. Findings in this regard were very interesting. Most of the panel members felt that the most important objectives today were helping the disadvantaged to find jobs, minimizing unemployment and equalizing employment opportunity. Within the next 10 to 20 years, however, the panel expects that these objectives will become less important and that the emphasis will shift to maximizing job satisfaction and to improving the system that creates the poor (e.g. improving relevance of education, assisting adjustments to technological changes, subsidizing upgrading, etc.).

Given this new orientation, we were concerned about how the traditional functions of manpower and employment security would be conducted in the next 10 years. Some of the highlights of this study are summarized below:

1. Counseling. Counseling will play a more important role in the operation of the manpower employment security agencies by 1980 than it does today. In fact, counseling will become an integral part of a sequential flow of client services provided by these agencies. These services will range from prevocational and job entry advisement and career guidance to promotion, upgrading and job transfer assistance. Counseling will be more comprehensive in that it will be concerned with the total individual as well as the employing unit to which he is being directed. Emphasis will be placed upon behavioral, attitudinal and other personal barriers to employment, and also upon environmental barriers such as relocation problems involving transportation, day care or delivery of medical services. There will also be a greater emphasis upon group counseling. By 1980, perhaps, computer-assisted interviewing and record keeping will have been introduced on a wide scale.

2. Income Maintenance. While the majority of the panel predicted some form of negative income tax in the next decade, many foresee the use of other forms of guaranteed annual income or some other income maintenance apparatus that will greatly reduce poverty as we now know it by 1980. Most of the panel members felt that some nominal amount of income will become a "right of life" by 1980. The function of providing income maintenance services may very well shift from the employment Security System to the Social Security Administration, the Internal Revenue Service, the Department of Health, Education and Welfare or some other agency.

3. Skills Development. While the entire panel agreed that the skills development function will be much more important for manpower agencies in the future, there was some disagreement on the exact nature of the emphasis. Some held that vocational and technical education will become more the responsibility of private employers and less that of schools and other institutions, or at least, private employers will provide periods of work release for various forms of subsidized study. Others felt that there might have to be increased government support to provide skills centers in every large city. Very likely both will happen, in the sense that skills development will become more flexible, using both on-the-job training and government-supported institutional forms of training more effectively. In other words, the future promises a higher degree of cooperation among employers, schools, and workers in upgrading the skills of the labor force.

4. Placement. In the future, placement of job-ready applicants will be supported by a job-matching system based upon the use of electronic computers and telecommunications. Over 85% of the respondents agreed that all administrative aspects of the job-matching system in this country will be computerized before 1980. This does not mean, however, that there will be a de-emphasis upon individual characteristics and needs. Quite the opposite. Some experts argued that placement will become closely allied with counseling and with the secondary and vocational school systems. Most agreed that new priorities would be placed on under-development and under-utilization of workers. In addition, most felt that the workers' individual options would have to be increased in a variety of ways—support for more mobility, encouragement to workers to develop versatility of interests and roles, increased support of services for career and occupational flexibility, etc.

To summarize this discussion, the picture that emerges from the study may be described as follows: In the coming decade there will be strong movements in this country from blue-collar to white-collar employment, from goods-producing to service-oriented industries and toward greater urban concentration of workers. At the same time, there will be a significant new emphasis upon education and leisure time employments.

The federal government will respond to these trends by greatly increasing its financial and planning involvement in the manpower area, although at the same time, the local and regional administration of manpower policy will be strengthened. The areas of greatest government concern in the early part of the decade will be the disadvantaged and the unemployed, but these will gradually change to a concern with the system that creates the poor and the design of new systems to maximize job satisfaction and self-fulfillment.

The functions of the Manpower Employment Security System will likewise change to a greater interest in the whole man. Counseling, placement, vocational training, income maintenance, rehabilitation, skills development, and all other functions of the manpower system will be increasingly subordinated to this end. In short, if the views of the Delphi panel are correct, there may be considerable cause for optimism that new and much more flexible devices will be found for making the working life of individuals more productive, more secure, more flexible and more fulfilling.

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underground soundings

Controlled by a white social structure, blacks face an intense, perhaps ambiguous, dilemma: whether to choose freedom or racial violence. Witness the following:

OPEN LETTER

Before I enter into this criticism, let me announce to the insensitive that I am black but foremost I consider myself a human being. I am angry at my black sisters and brothers for reasons which I will explain shortly.

Let me first proclaim my anger at the white social structure for it is they who set the pace for the afro-american, in the 1970's as in the past. Presently, the black people of the U.S. aren't too different from the "negroes" of 20 years ago. They still strive for white values and for the most part, they still serve the white social structure.

I use the term white social structure because although it appears to be integrating from a physical view, the social values set down by the white society of this country's past, still stand and even the "panther" who sells papers down on Telegraph & Durant, gets his "black image" from the pages of "Playboy & Esquire" magazines; and what about "Ebony" you say? Where else can you find 20 advertisements on how black women can straighten their hair so that it looks just like Sophia Loren's? Oh yes, Leroy still wants his Cadillac, Jeanette wants to be another Dionne Warwick, but Alaba Kenyatta is different, he believes if we stomp a couple of white students or cut some hippies, we'll effect change upon the white establishment, and he's right . . . but it's a change for the worse.

Racial violence breeds more racism, yet the "new black" doesn't seem to want to learn different ways other than violence . . .

. . . What's happening people, are you people or abominations in a racist nightmare? Are you a black person or a black image? Are you white?

And if violence is the only power you have, then at least turn it at those who are your enemies . . . the others who hate; the police; the Marines, the KKK, the Mafia, . . . and all the other people who kill black people and who don't want love because it doesn't pay enough money.

As for me, I was alienated by you, you called me "hippie," peace baby, and "Uncle Tom." Some of you even over extended your egos and found that i do believe in self defense though violence sickens me.

When the talk of guns and politics is over, and the building and the love begins, if it should, I would like to be with you blood. Until then, i am alone. Peace and above all Love.
Lou

The Berkeley Tribe
October 30, 1971
p. 14

Is a black's reality this clear cut: the "new black" in his prevailing violence versus the "human" black, alone, in his search for freedom?

• • •

Adam John, in describing his thoughts on radiation from atomic testing, focuses our attention on a similarly oppressive situation.

I am an Athabascan Indian.

Of us, the natives in Alaska, it can be said that we are behind an ice curtain, an ice curtain not put on by any country other than our own. This ice curtain that we are behind is a curtain of silence . . .

Approximately 11 years ago there was a doctor who once warned us radiation is drawn to both poles, the north and south poles, on any atomic testing. Whenever there is any test, radiation automatically goes into the atmosphere and is drawn to both poles . . .

We are dying, yet people do not know that we are actually dying. . . . Yet the testing goes on. . . . Mysterious things happen. People become nauseated from the fallout and fall over from supposed exhaustion or whatever. People can not understand what happened, yet they can trace back and say, "Oh, there was a blast that day. Oh, it couldn't have been that."

. . . If there is anything that we the people of Alaska believe in, we believe in human life above all else. We believe in the survival of human life. We believe in the perpetuation of human life. Our greatest joys are children. People say that we are poor. We are not poor. We have many children. We have many friends. We are actually rich.

. . . There is a very clear line, a very clear definition. There is no middle of the road in this thing. Either you are working toward killing people or you are working toward saving people or perpetrating people, one or the other.

November 5, 1971

The time for choice between killing and saving may already be past; if not, choosing life-priorities is an imminent imperative.

Anchorage, Alaska — So far, 1,100 sea otters have died as a result of the Amchitka blast. The Atomic Energy Commission had announced that only 18 otters died, but since publication of the latest figures, they have blamed the deaths on a storm which raged at the time of the blast.

December 24, 1971
B.T.
p. 6

The proof of the pudding?

• • •

Showing concern over the scarcity of women in top level administrative jobs at the United Nations, the new secretary-general, Kurt Waldheim stated in mid-January, "I am going to try to get women in the top level of the Secretariat," the administrative arm of the peace-keeping body. 'We need fresh blood," he continued, adding that he would try to recruit people with varied backgrounds, including those who come from outside the diplomatic world. Here, here!

B.T.
January 14, 1972
p. 4

• • •

One effect (?) of the Attica prison massacre in fall, 1971, is the consideration of at least 85 bills in the present session of the New York State Legislature, dealing with prisoner's rights, parole, sentencing, and prison facilities. But, in the continuing reality of "man's inhumanity to man," must the extreme of human life lost be the forceful determinant that triggers action for more humane conditions? How **painfully** ironic!

Ibid.

• • •

Finally, let's listen to (and HEAR) the fruitful words of a therapist who added a new and valuable dimension to her treatment with women and men, as a result of her personal experience with Women's Liberation.

I began to feel that most social agencies and institutions existed to perpetuate a social system of living that was often destructive. People in the "helping" professions were often keeping the lid on the bomb by skimming off the steam that periodically spilled over. The patient suffering from the inhuman effects of a sick society was seen as pathological, not the social systems. More stress was placed on administrative expediency than the patient's real needs. Dated therapeutic practices were used that should have died long ago. Tradition, instead of reason and logic prevailed. It was easier to say "no" to innovative thinking, than "why not?" I needed alternatives very badly in order to live in my own skin. . . .

How I see a person who wants to work with me: I perceive a person in the totality co's [co is a neuter term used to designate him or her, his or hers etc.] present and past life situation. I want to know about co's physical health (the results of the last work-up are significant diagnostically. Vitamin deficiency, poor diet, poor sleeping habits, pains, medication, etc. may be manifested in emotional and physical discomfort). What kind of mood is co in today? Is it congruent with co's current strivings? I evaluate the current events in order to understand their impact on the person. . . .

The totality of a person's past associations and experiences are very salient to current functioning and disfunctioning. These factors should be closely considered in the context of the here and now.

Our work consists of trying to free a person to perceive coself as whole, and valuable to self and society. I stress the need for freedom to explore and do what co wants rather than what family or society expects. Symbolically speaking, I feel that the square is destroyed if it is forced to fit into the circle. I discourage self-destruction tendencies or useless externally destructive behavior. The energy within a person may be directed in a constructive or destructive manner. Why not channel it to benefit self and others (if possible).

I perceive the psychotherapist as equal with the person seeking help. I'm not a god! I encourage first names and informality. The traditional role may create a parent scene and consequent feelings of dependency, approval seeking and infantile rebellion. These factors may occur during various stages of transference, but I feel that an equal relationship is superior therapeutically.

The Radical Therapist
December 8, 1971
p. 6

Consideration that the social systems rather than the patient might be pathological; that the person should be considered in the context of the here and now; that the need for freedom to explore himself (sic!) without family or societal pressures must be stressed; and that people can be viewed as equals *regardless* of role, e.g., therapist and patient are equal as humans, are several of the truths this therapist has discovered, thereby stepping out from behind traditional training and a subsequent six years of practice.

• • •

From the resoundingly oppressive statements of Lou and Adam John, we can focus our concerns on how we, as individuals and as members of numerous groups, have contributed to the restriction of their freedom of choice and movement. Surely, we have played some part through our own ignorance of their situations, if not through our conscious choice to be passive-non-responsive—to their plight. Responsibility, "the ability to respond," consists of both active and passive (the choice *not* to make active) decisions. In either case, we are "responsible" for our choice.

Responsibility of a public nature is behind the perpetration of our competitive public school system. This system remains competitive, rather than cooperative, because of either (1) a public backing of the present system through voting privileges, bonding issues, millages, and the like, or (2) a lack of substantial voter resistance to this present system. Granted that the free school movement is a constructive answer to the establishment of a system for cooperative education, this movement does not include the majority of school-age students. Certainly, you can argue that because our whole society is based upon competition, the school system provides an introduction and training ground for the individual to learn how to maintain himself in such a system. But, shouldn't we also provide an alternative "training ground," for those who do not wish to participate in our competitive society? Freedom of choice should imply that choices are available. Presently, the freedom of choice as regards schooling seems to allow the individual the choice for an alternative only after he has survived or not survived our universal system of public school education. If this is our present situation, are we being responsible as a people to those who would rather choose a cooperative schooling and life style? Let those who choose to be different create the social structures for their difference, you say? Agreed. But consider that it also follows we can no longer tax for "competitive" schooling those who attend and support "cooperative" schooling—as we have, for example, taxed people who choose to attend private and parochial schools.

This discussion is not intended to be definitive; we will be satisfied if it comes across as provocative.

With cauldrons a-bubble,
Peace!

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let **Impact's** panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, Michigan 48107

Ginzberg Stirs More Controversy On Accountability

Recent criticism of the counseling profession by Eli Ginzberg in his book, *Career Guidance*, has underscored the willingness of educators to judge a study on the basis of how well it supports their own views rather than its adequacy as a piece of research. Even before any professional review of the study has occurred, reports from the field indicate that some districts have been using Ginzberg's book as support for reductions in their guidance budget and staff. Premature reactions of this sort pose a most serious threat to the school counselor.

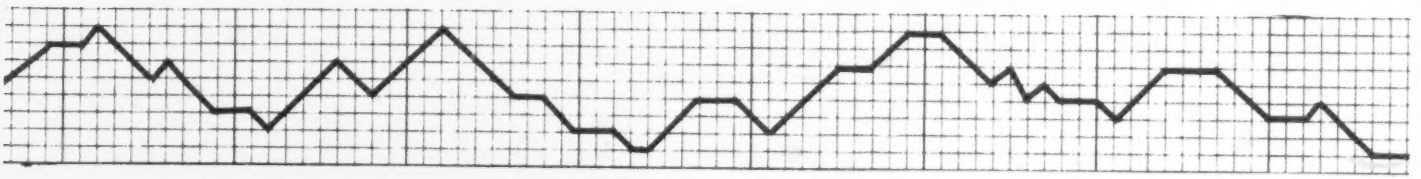
An even greater threat, though, is the unpreparedness of the counselor to defend himself. While administrators have been made well aware of Ginzberg's study through a summary in *Education USA* and a favorable editorial in *Nation's Schools*, a magazine for administrators, only a few counselors are even aware of the book's existence.

Whether or not the implications Ginzberg drew from his study of school guidance services are valid may not be the most important point. What is important is that vital decisions as to the future of guidance and counseling services within the schools may be under consideration on the basis of insufficient information. It would be difficult to argue that guidance programs do not require improvement, but one study cannot serve as a criterion for judging all programs.

The counselor needs to prepare his or her defense based upon empirical evidence as to the strengths and weaknesses of the local program and a willingness to promote change where necessary. It is to be hoped that when the time for decision making arrives that those decisions are based on comprehensive evidence and not upon one negative report, no matter how well prepared.

Robert B. Cormany
writing in
Pennsylvania Keynotes,
December, 1971.

Educational Career Futures



Photograph by Stuart Abbey

Impact *would like to thank Francis E. Burtnett, the director of the National Center for Information on Careers in Education for his assistance in the preparation of this article.*

Education—The Media's Feast

Education has always been a popular issue, but it came even more to the forefront with the advent of Sputnik and the "Why Can't Johnny Read?" controversy.

In the 60's, higher educators, teachers, parents, community organizers and the like began invading the community via the classroom. The traditional three R's were being ousted by three new ones—Reform, Relevance and Reaction.

Experiments such as Ocean Hill-Brownsville became models for changes in education. Street schools popped up, new course offerings appeared, the one room school house concept was revived. Some parents and students applauded these reforms, others abhorred them. The more recent furor over bussing has involved private citizens even more in trying to control the quality and location of their children's education.

The higher education scene has witnessed comparable upheavals in terms of new curriculum, teaching techniques, "free school" course offerings for diverse groups and political and community involvement. Today's academicians have progressed beyond the "think tank" stage. Many consult political and social organizations; some are influential in national policy decisions.

Education—Society's Famine?

The learning experience is more pervasive than ever—but what of the teaching experience? Has it progressed to meet the needs (and aspirations) of society? That education is an exciting field of endeavor should be self evident. Yet many students appear to hold outmoded and stereotypic views of the field and of educators. To them, education is a less attractive career alternative than other vocations.

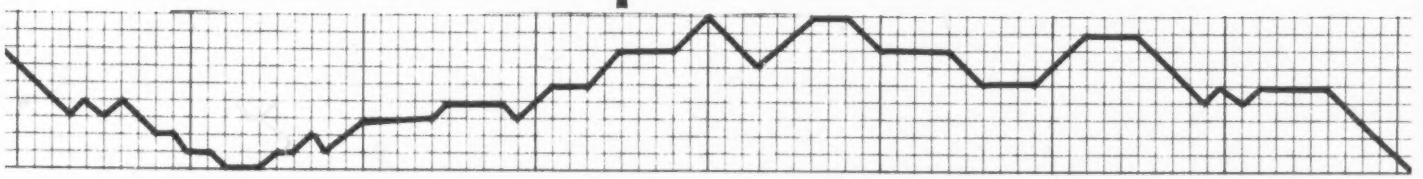
The National Center for Information on Careers in Education embarked upon a study of students' attitudes to discover why they feel the way they do about education. The Center studied students' attitudes about careers in general, personal and societal goals as they relate to education, attitudes toward the educational process and educators, and responsiveness to careers in education. The Center also developed some insightful linkages between youth attitudes of the present and the past. The outcome is a report entitled *Youth and Careers in Education* (October, 1971).

The major results of this study are highlighted here, specifically to assist helping professionals whose clients include future or potential educators.

Design of the Study

Twenty high schools and twenty colleges throughout the United States were selected for the field work in this study. These 40 schools were typical of the various types of institutions of secondary and higher education in the country. At each of these 40 schools, two samples of sophomores and seniors were drawn.

Blue Chip or Not?



One sample of 400 students at the 40 schools were given a series of personal depth interviews. The interviews were designed to determine *why* young people express the attitudes they do toward education and careers.

A second sample of students was given a self administered questionnaire designed to determine *what* their attitudes were. A total of 9,885 of these student questionnaires were tabulated and analyzed as part of this project.

Personal and Societal Goals

Student Values and Outlooks Toward Jobs

Many of the job values to which young high school and college people today assign great importance fall into the "socially useful" or "humanitarian" categories, for example, working with people rather than things, being original and creative, living and working in the world of ideas, having a chance to exercise leadership. They express a desire to use their future careers as vehicles for changing and improving society. They tend to place less emphasis on "economic" or "prestige" categories such as making a lot of money or aiming for jobs their friends value. When asked in the personal depth interviews why the highly ranked value of helping people was so important, students cited a need to enhance the quality of life through a greater personal humanitarianism. Many see being helpful or caring for others as a way to help build a better world. An examination of previous research findings indicated that this same value was also important to young people in the past.

Many of the students placed great stock in originality and creativity, principally because they regard innovation as an important mechanism for improving society and because they themselves like the idea of being challenged in their work. It was found that intellectual values were important to practically all of the students, even those who were not college bound or who classified themselves as poor students. Apparently, they recognize this as a sophisticated world with which they must keep pace. Or as one student puts it, they want to avoid being simply, "another cog in the machinery."

The Role of Education—What It Is, and Should Be

Views of the role of education today differ between high school and college youth. Of college students, the larger percentage see the schools as seeking to maintain existing beliefs, ideas and values. High school students (one-third of which did not even venture to guess the purpose of education) see the schools as a training ground for skills for careers.

A large proportion of high school and college students indicated that, ideally, they would like to see education serve not only to maintain the best values of the present society, but also to help build a new, improved world.

Values to Seek in Careers

Many of the young people make it very clear that in thinking of future careers they inevitably think in terms of changes that need to be made in society, because they are so disturbed by what they see as hypocrisy in the older generation. Some of the students felt that previous generations deliberately held back minorities, that society does not have, as these students do, a sincere interest in choosing careers which help others. They are pessimistic about society changing.

But the greater majority of young people are extremely optimistic about the future and their role in it. Most not only insisted that they would have a lot to say in determining the nature of their jobs and careers, but that their generation would eventually have a lot to say in determining the types of careers that would exist in the world of tomorrow.

Although they are anxious to help others and to improve the world, many students are very individualistic and self-reliant in their outlook toward life and careers. Thus, they are seeking careers which will make them happy—happy in this case entails some measure of job security, an opportunity to express their individuality and some financial reward.

In responding to the value question in the self-administered questionnaire students tended to rank low the value, "making a lot of money," when they were asked to list those values of greatest importance to themselves.

Yet, when asked to rate the characteristics that have "some" rather than "great" importance to themselves, 61.5 percent of all the college students and 59.7 percent of all the high school students thought enough of the characteristic to give it at least some importance.

Most students selected career preferences that had some measure or prestige. The careers with the greatest amount of prestige and status were in law, medicine and science. Education had considerable prestige—particularly higher education—but not quite as much as the other three fields. For many of the boys in particular, law has be come the most ideal occupation. As one college senior put it:

"I want a profession where I can be helpful to others and also live and work in the world of ideas. In addition, I want a job where I can work to help change society and make this a better world. I want to work in a milieu in which new and exciting ideas and interpretations are readily available. A career in education could satisfy some of these requirements, but it also involves the risk of getting stuck in a rut and offers unsatisfactory salary opportunities. I can have the same thing and more by going into law—there I also get the money and the prestige."

Other careers which young people mentioned frequently as ideal for themselves—and as having prestige—included professional sports, the aerospace industry, the fine arts, various professions, the communications field, ecology, social service fields, the social sciences, government, and business. In addition, many of the students were extremely flexible about their future career plans. The majority readily identified one or two specific career preferences, but made it clear that if circumstances change they may switch preferences.

Attitudes Toward Education

The unsolicited comments of a college girl perhaps best typify the negative feelings of so many students toward the educational system.

She complained about a "stultifying regimentiveness," particularly at the elementary and secondary school levels, which she said "serves to curb the growth of anything which could lead to the ideal ends of education. . . . I have had a few good teachers, who have given me more than just academic knowledge. But they are rare, which means that they are usually creative and original, and thus are the bane of a conformist school board. . . . Education can be a thrilling experience. Why isn't it?"

Another student said, "The educators of today remove the chairs from the classroom and ask the kids to sit on the floors, and because they're doing this they think they're remodeling the schools. They're remodeling the facade, but the teachers are still teaching the same old way. The purpose of education is to learn things. But the schools of today aren't achieving this purpose. Only the private, free schools are achieving this goal."

For most of the students, the criticism of the educational system is directed at some vague "something" that they don't seem quite able to understand. Although some students do criticize school boards, college trustees or "administrators," most don't personalize their criticism. Usually, in their criticisms, the students regarded teachers as almost innocent victims of a cold, rigid and largely impersonal system.

Students View the Educator

Most of the students both at the high school and the college level placed great value on knowledge as a key to advancement and improvement, both for the self and for society. The greater majority of students recognize the importance of completing their schooling. This favorable view of education correlates positively with a high regard for such "intellectual" values as wanting to be original and creative and wanting to live and work in the world of ideas.

But students are realists, too. As important as education is, a large number of those who were personally interviewed recognize that society as a whole tends to give short shrift to schools and teachers by denying them prestige, status, adequate funds and salaries. The students seem to want education to receive a little more recognition of its worth from the world at large.

As a black high school student declared: "Educators are the real leaders of society because they prepare everybody else for their place in society. But unfortunately, society tends to ignore education and to downgrade educators in this respect, and instead rewards and recognizes its entertainers and athletes."

The students spoke of their instructors in favorable terms, because they feel that most of them are concerned and dedicated individuals who are sincerely trying to be effective teachers.

The portrait of the elementary or secondary school teacher that emerges from the student images is of someone who is not well paid and has only limited opportunity for advancement. The teacher is seen as: somewhat conservative and rigid in outlook; displaying good judgment; having a strong and interesting personality; receiving moderate amounts of community recognition and social prestige; displaying some leadership qualities; and having a strong tendency to be creative and intelligent.

The portrait of the college professor is of one who is generally well paid and has some opportunity for advancement. The professor displays good judgment and has a strong and interesting personality, has considerable recognition in the community as well as high social prestige, displays some leadership qualities, and has a strong tendency to be creative and intelligent. For college students, the individual is seen as liberal and flexible. For high school students, he is seen as conservative and rigid in outlook.

When students do criticize teachers it is usually for being out of step with the times. "I prefer the younger teachers to the older ones," one student commented, "but even the younger ones don't really understand us." Another student labeled teachers "conservative workhorses" and complained that the major problem with too many older teachers is that "they are more concerned with their job security than they are with stimulat-

ing students."

A few students were also dissatisfied with what they saw as the unprofessional conduct of some teachers. A student in high school offered this observation, "Teachers are leaders of society in a way, but they don't have the prestige of others. Maybe it's because teachers don't always act like other professionals . . . They go on strike, they walk around with signs, and they do the same things that nonprofessionals do."

There was no major dislike of counselors on the part of students, but rather a general feeling that counselors simply don't understand them or their needs. One student majoring in biology chuckled when asked if he had ever talked to his counselor about career opportunities in that area. "Gee, he'd be the last person I'd want to go to. What could he possibly know about biology?" Another student complained about "the over-eagerness of counselors who themselves are college-educated, and thus think that everybody needs to go to college just like they did. What is needed in high school is more trade and technical counselors."

What Turns Students Off

Many of the students, both in high school and in college, who were "turned off" from careers in education, said it is because they do not like the lot of teachers as victim of a cold, impersonal educational system. The teacher is subject to numerous abuses and restrictions without compensating rewards. Thus, these students, although they often sympathize with teachers, have deciced that they don't want to become victims also.

Usually the school administration comes in for the greatest amount of criticism in restricting the freedom of teachers in the classroom. One student at a community college who was anxious to see education in the United States "regenerated" complained of working in an atmosphere dominated by the "invisible but all-powerful" school administration.

For some students, it isn't just the school system that "victimizes" teachers, but society as a whole. Many of these young people are disturbed to see teachers constantly ridiculed by students and parents. They are distressed by the breakdown of discipline in the schools and unhappy with the constant harassment to which they find teachers subjected.

Careers in Education

Who Invests and Why

As one might expect, a greater proportion of college students (better than one-fourth) expect to start their careers in a school or college than do high school students (less than one-twelfth). This is not at all surprising since a comparable pattern can be seen in the findings of previous research studies conducted over the last 20 years. In most of these studies, the interest of college students in careers in education is almost always at least twice as great as that of secondary school students.

As one might also expect, differences in career preferences arise according to sex, family income and types of schools the young people attend. At both the college and the high school levels, far more women than men expect to start their careers working in a school or college.

Although there were no significant differences in career expectations on the part of high school students based on their family income, at the college level, students from low income families tended to have a much greater interest in working in a school or college than did those from upper income families: For example, 41.7 percent of those students whose parents earned less than $5,000 a year expected to enter a career in education, compared to 20.5 percent of those whose family income was above $30,000 a year. Similarly, a greater proportion of those students enrolled at colleges classified as "average"—34.7 percent expressed an interest in an educational career than did students enrolled at colleges classified as "very selective" —20.7 percent.

At both the college and the high school level, more students attending public institutions expected to start a career in education than did students attending private institutions.

Doubt About Education

Education is seen as an important career which has the potential for being an effective instrument for bringing about constructive social change. Yet, many students are not certain education can live up to this potential. Students realize that people are voting down budgets; they know that society is unhappy with its schools when they hear of plans to make educators more accountable, and of other plans to allow students to "buy" schooling through education voucher systems. They know of the failures of the schools when they see students who drop out getting better jobs than those who graduate, or when they discover that the skills they learned in school have no use in the real world.

Finally, they know of the problems of the schools when they see student assaults on teachers, parental demonstrations against teachers or principals, and teachers on strike against school boards.

This educational confusion of the times appears to be a major reason for the hesitancy of some to express a preference for a career in education.

A number of students might consider entering the field if they could be convinced that education were indeed an effective vehicle for bringing about changes in society. As one college male declared: "The only way I would consider a career in education is if the school system were changed to make it more flexible and innovative, and if efforts were made to truly educate the kids instead of just to monitor them."

When students are probed in depth it becomes apparent that despite seeming interest in education, many students see it only as a compromise career possibility. That is, there are other careers they find more preferable than education.

For example, a young high school boy who was himself interested in going to work in either a large corporation or in the computer sciences, said: "If you're not certain of a career—try education. It is a basic and sound foundation for any career. You can always change. Meanwhile, you can be earning money while you try to figure out what it is you really want to do."

It was chiefly the men rather than the women who tended to view an educational career as a compromise, but several of the young women interviewed expressed the same point of view.

The problem of low pay coupled with low prestige is another deterrent to students considering educational careers. A college co-ed who wants to teach high school English said teaching was a good career for a woman "and I guess for a man, too, if he likes it, but it doesn't pay too well if he's planning to have a big family."

In summary, the personal interviews showed that many students are turned off from educational careers for one or several reasons: they feel the field has low pay and low prestige, it is too feminine a field, it is not intellectually challenging enough, they are dissatisfied with the impersonal and restrictive nature of the educational system, they are unhappy with the image of teachers in society, they do not see the schools as being truly effective vehicles for initiating social change.

Candidates for Careers in Education

Two interesting pieces of data arose from this study. The first is that those who are viewed as most interested in education are the bright, or high GPA, students. The second is that minority students are most interested in education.

The Bright Student

College students with high grades expressed a greater interest in careers in education than did all of the other college students who were surveyed.

At the high school level, however, the reverse was true. Students with good marks claimed to have less of an interest in educational careers than did others.

Both high school and college youth saw bright (high mark) students as favorably disposed toward educational careers because they had precise, intellectual minds. But creative or innovative students were seen as turned off by careers in education because a restrictive school environment is not set up to handle a free thinking and original mind.

At the college level, when all students are taken into account, it is found that two out of three have either a mild or a very strong interest in an educational career. Yet of college students with high grade point averages, almost three out of every four are not interested in a career in education.

At the high school level, what is most interesting is not the fact that a lower proportion of students with "A" and "B+" averages are mildly or very strongly interested in education compared to the total population, but rather that 64.4 percent of these high mark students refused to answer this particular question.

Bright or creative students are seen by some respondents as far more open minded or flexible about career possibilities than are other students; they are keeping their career options open.

Some of the brighter students are seen as turned off from careers in education, because such careers are not seen as intellectually challenging enough for them. Many respondents felt that if bright students do go into education, it will only be into higher education where their minds can be stimulated and challenged.

As could be expected, many high school students viewed a career in education only from their limited vantage point—namely, what it looked like from the high school level. Many of these secondary school students viewed a career in education only as "babysitting on a grand scale" or "as an exercise in discipline."

At the college level, almost the opposite thing happens. Because they are in a predominantly intellectual climate, college students view the educational profession only in intellectual terms, and thus only in terms of bright students going into higher education.

The Minority Group Student

Most of the minority group youngsters included in the study displayed substantially more respect for education than did the general student population as a whole—though this should not be interpreted to mean that they were necessarily happy with all of the existing practices in the schools.

Many of these students—particularly blacks, Puerto Ricans and Indian-Americans—simply felt that a career in education had a greater amount of prestige than did the student population as a whole.

Many of the minority group students value education so highly because they see it as an essential vehicle for their own advancement in society. Since education is so important to these students, the position of educator also takes on tremendous importance. So much so, that a few minority group students, instead of asking themselves, "Is a career in education good enough or important enough for me?", ask, "Am I good enough for a career in education?"

A greater proportion of the black students expressed an interest in careers in education than did other minority groups or the student population at large.

One black student saw a career in education as having tremendous "status" and viewed teaching "as a very worthwhile profession." Another black felt that a career in education was a "far more prestigious occupation in the black community than it is in the white."

Many of the Oriental students interviewed tended to look down somewhat on the importance of elementary and secondary education, but clearly

placed great value on higher education. Not a single Chinese or Japanese student thought an elementary or secondary teacher had high prestige, although more than 40 percent did feel that college professors had great status. A number of Oriental students indicated that getting a sound education was very important to them, but not going into the field. They preferred going into scientific or technical fields which they felt had greater prestige.

Although many minority group students value education, a large number of them are just as anxious to see changes made in the educational system as are other students in the population at large. Some blacks and Puerto Ricans claim they won't enter the field unless more freedom and flexibility is introduced into the system.

A few of the minority group students, primarily the blacks, are turned off from careers in education because they see the schools as perpetuating racism. Some, particularly those in the urban ghetto, are disturbed about the physical condition of the schools they attend and express unhappiness because they feel that the quality of education that they receive is not as high as that received by white students.

Those few who did speak out complained about what they labeled as the "white-oriented" schools; they expressed great disappointment with the physical facilities in which they were learning. One girl at a predominantly black ghetto school claimed that all she was getting out of school was "learning how to survive."

At other predominantly black institutions, several students complained about the quality of the black instructors, and claimed that they were far poorer teachers than were several of the whites on the faculty. Those students who expressed such vehemence on the question of race made it clear that only an extremely radical reform of the schools could possibly interest them in the field.

Implications for Career Guidance

This study presents some critical information about the current thinking of youth about educational careers. Results of the study provide a basis for examining the career development level of youth today and for formulating types of career guidance services which are needed.

Finding: Students appear extremely flexible about their future career plans, because of a concern over the economic uncertainty of the times and because of a feeling that in times of social change they must keep their options open.

Implication: It appears that today's youth are aware of rapid change and are attempting to prepare themselves for living in a changing society. However, there also appears to be considerable anxiety surrounding this change. This finding probably indicates that students are motivated to find effective ways of coping with change but may not yet have the actual skills, attitudes and information which will enable them to do so. Therefore, career guidance services will need to help students feel comfortable with the changes which they know they must face and develop skills for dealing with them.

Finding: When students do make specific career preferences, they seem to lean more heavily toward people-oriented or service jobs.

Implication: The current desire of youth to find careers in people-oriented occupations seems to be highly compatible with the manpower forecast of increasing demand for service occupations in the future. This may be viewed as a trend for student needs to be in line with societal demands. What is needed is more specific information about the types of service occupations which are now available and the new types of occupations which will be evolving in the future. When students in this study specified people-oriented service occupations, they listed high level, professional fields such as law and medicine. However, many new people-oriented career opportunities are emerging at the paraprofessional level. It seems essential that career guidance provide information about the total range of people-oriented occupations thus expanding the range of possible choices.

Finding: Many students hold a set of pre-conceived images about which of the many careers of society have more prestige and value, and thus are supposedly "better" to enter.

Implication: Although students in this study indicated that they wanted socially fulfilling occupations, they still saw a definite status hierarchy in occupations. Many students indicated that when they considered socially fulfilling occupations, they meant high status occupations which provide services, e.g., law and medicine. Also, it is interesting to note, that for two groups, girls and disadvantaged, careers in education were considered high status while this was not so for males from middle or upper income levels. It appears that youth today, even with increased social consciousness, are still primarily influenced by existing societal views of high status occupations. An increasing emphasis in career guidance is helping students select careers which are congruent with their own abilities, values and preferred life styles. This finding indicates that youth may be experiencing value conflicts resulting from their desire to perform socially fulfilling work while also seeking high status occupations. While these two values are not necessarily contradictory, in some cases they may result in conflict. Career guidance might well focus on helping youth clarify these values.

Finding: Although they have distinct impressions about certain career fields and the specific occupations within these fields, for many young people these images are based on myth

and not on reliable or factual information.

Implication: This study indicated that youth had positive attitudes toward several occupations but that their attitudes were based largely on stereotypes and not on an actual knowledge of the occupations. Many youth held negative attitudes toward careers in education based on their own exposure to the educational careers. It is interesting to note that even though youth have high contact with educational occupations, their understanding of these careers may be biased by their own attitudes toward school. For example, students typically saw teachers as having low power and being at the mercy of the administration. However, this perception may be influenced by the students' own role in the school setting. What is indicated by these findings, is that a high priority of career guidance should be to help youth explore a number of careers through a variety of guidance experiences thus helping them reduce both positive and negative stereotypes.

Finding: Students place great stock in personal communication, expressing a desire to receive information about careers on a personal basis, through human interaction.

Implication: There is a trend in career guidance to use direct and simulated experiences as opposed to written communication when communicating career opportunities to youth. Students themselves indicate that they prefer this type of activity. This means that increasingly, career guidance should develop direct occupational exploration experiences through interviews with workers, on-the-job, and simulated experiences which enable students to more fully explore the world of work through personal communication.

Finding: The young see education as a mechanism for bringing about a better way of life. However, this is an ideal rather than something which they see as a reality.

Implication: Youth seem to believe strongly in the possibility of education being a major force for change in society if emphasis is placed on encouraging educational personnel to be original and creative in their educational efforts. For this reason, youth see educational careers as being potentially satisfying but are not confident that at the present time they will be allowed to function in the way they would like to. It is not safe to generalize too broadly about this finding. However, it may be, that since youth are in contact with educational careers, they see the constraints present in these careers more than they do in other careers. Increasingly, it is being suggested that career guidance might appropriately help students find effective ways of modifying their environment so that it is more responsive to them. This has been particularly stressed with disadvantaged groups. However, all students may need help in understanding the potential constraints of any job situation to enable them to perform work functions which have personal meaning to them.

Finding: Students generally speak favorably of their instructors. When they criticize them, it is for being out of step with the times or for not having the time to take a personal interest in them. The criticism of counselors was similar. Many students feel that counselors do not understand pupil needs, offer unrealistic advice or—at the high school level—are primarily concerned with getting as many young people into college as possible.

Implication: Students vary considerably and all students want the educational system to be responsive to their individual needs. While they feel positively about the potential of education, often they do not feel that education is meeting their specific needs. This indicates that career guidance services will need to develop multiple goals and approaches for specific student groups. In the eyes of students, guidance has not done this effectively in the past. This study indicates that most high school students feel the major role of education should be to help them develop specific skills which will enable them to enter specific occupational roles. This means that youth most want help in identifying satisfying occupational roles and developing skills needed for those occupations. Career guidance needs to play a more active role to help students meet this goal.

In addition, it appears that students have a static notion of occupations and can be helped to conceptualize future changes in occupations and the role they might play in bringing about changes in these occupations.

Things We Like to Hear

We've been hearing lots of nice things about *Impact* from our readers. Ellen Lombardi, supervisor of guidance services for the Chester, Pennsylvania schools writes that she "used the Ginzberg article (Vol. 1, No. 1) at a staff meeting to impress upon our counselors that such thinking about the profession is abroad."

James Lee, assistant professor of Education at the University of Wisconsin declares, "It's great . . . the *Psychology Today* for counselors."

William Erpenbach (consultant, guidance and counseling, the state of Wisconsin) calls it "one of the tremendous and necessary publications in the field." Donna Chiles (president, APGA) and Paul Fitzgerald (pupil personnel section, Florida Department of Education) have also written to tell us similar things about their reactions to *Impact*.

But the things we really like to hear are not always compliments. We'd like your constructive ideas and criticisms, how you feel about your magazine—its strong points, weak points, subjects you would like to see covered and so on.

Let us hear from you!

advocate

Survival Anyone?

Visit with counselors as regularly as we do and you get the vivid impression that they are earnestly seeking both a new identity and the means to implement it. Counselors have adopted various admixtures of school therapist, college entrance facilitator and administrative trouble shooter. They now need to reassess not only who they are but what they really accomplish by assuming these many roles.

Perhaps most basic to the current counselor dilemma is an uncertainty over appropriate goals and objectives and a lack of confidence in their capacity to revitalize guidance services. This uncertainty is all the more remarkable because counselors, in the aggregate, possess in abundance the knowledge and skills which are so frequently alluded to in the media and public discussions as to what our schools, colleges and communities need.

Although counselors possess these resources, they need to devise ways to tap their own potential. They need not await dramatic national events to produce a turnaround in the public response to guidance and student services. The counselor can initiate this turnaround through ingenuity, planning and perseverance.

But while you're struggling to actualize your potential, you might need some emergency tips—so we offer our version of a counselor's survival kit.

As the first step, every counselor should undertake an aggressive search to determine what it is that his constituencies would have him do. Need assessment? Yes! But let's not overplay the jargon or technique. Basically we need to communicate with the consumers of guidance by asking them to identify and prioritize what counselors should be doing. In order to set goals you'll need to interact with those who have a stake in the outcomes of guidance—students, parents, teachers, community leaders, unions, business associations and representatives of racial minorities and women's organizations. Procedure: Plan to devote evening time—it's the only way to catch up. Persist—it's one of the few ways to overcome inertia; the process is intrinsically rewarding once it is started. These two simple, but far from easy procedures will help you develop a base—you'll know more about the specifics of your situation—no amount of skill will help you unless you know whose shoes you ought to stand in.

The second step is developing a number of options for the consumer to consider. These take the form of saying, "if we do this we can expect the following to occur," and, "in our best judgment it would cost this much." In this step counselors encourage consumer dialogues on how the previously discussed needs and priorities can be put together into a program. The counselor ought to have a lot of input in this step—working to make it clear how consumers can obtain what they assign high priority to. System wide and full constituency discussion is important at this point to develop consensus and commitment to follow through on decisions. An important outcome of this process is that consumers feel that they have a stake in its adoption and continuance. Effort extended here is akin to investing in insurance for unseen catastrophies. Today you need every bit of support you can obtain.

We call the third step "benchmarks." It's a matter of agreeing beforehand what measures will be used to determine whether previously established objectives have been met. Important note: Most major changes will take several years. Don't attempt to do it all at once and risk disillusionment when you can't achieve the impossible. Establish feasible "benchmarks" of progress for each year. Some systems may want to go the route of using detailed assessment procedures to measure outcomes. You must be careful here, though, that you don't emphasize the ease of measurement over the importance of the outcome to be measured. Actually, a little imagination can go a long way in inventing means of feedback on the success in meeting your objectives.

What we are advocating is that counselors begin now to identify their role in relation to the needs of those they help rather than in terms of what they can and have done. Some would call this accountability. We're not much on terminology. We just want to see that guidance is seen as a vital educational function.

Some counselors may say that the survival kit sounds fine, but they just don't have the time to do it. Our answer to that is that it's like taking time to exercise—you can't afford not to do it. Unless, that is, you don't care whether you live or die—personally and professionally.

exemplars

Project Success

We would like to acknowledge the assistance given us by Virginia Mobley, a counselor in the Austelle Elementary Schools, Austelle, Georgia, in augmenting the background information and materials involved in the case study described in this article. Many thanks for her efforts to locate miscellaneous data on the child in question, so that we might provide as complete a study as possible for our readers.

In 1968, Project SUCCESS (Services Unique to Cobb County's Expanding School System) was launched by the Cobb County Board of Education, Marietta, Georgia, with evaluation undertaken primarily by the University of Missouri. Objectives of the three-year project were stated as:

1. Identifying children with potential learning difficulties;
2. Developing a specialized educational program for each child through prescriptive planning;
3. Assisting teachers in the amelioration of learning problems;
4. Involving teachers innovatively in the educational approach;
5. Maximizing the school experience of exceptional children; and
6. Creating the framework within which the project can serve as a true demonstration.

The outcomes anticipated from participation in Project SUCCESS were both educational and social. As an educational objective, it was felt that participants should be able to cope with classroom demands and make educational progress consistent with their age. As a social objective, it was intended that participants learn to see themselves realistically and to behave acceptably in interpersonal relationships and in mildly stressful situations. General evaluative conclusions of the project indicate that:

1. Educational achievement did improve for participants;
2. Boys attained greater achievement differences than did girls;
3. The slow and/or disadvantaged pupils showed greater gains than did the average or accelerated pupils;
4. Participants' verbal progress was greater than numerical progress;
5. More achievement was made in the area of educational development than in the area of social development, with only slightly improved behaviors noted for participants in the latter area; and
6. The effectiveness of the program for the established purposes was demonstrated.

Case Study

Presented here is a case study of a youngster who participated in Project SUCCESS for the three years of its duration. This study was selected because: (1) it involves a student with background and problems similar to those faced by a very large number of counselors; (2) it presents the kinds of suggestions which can be coordinated into existing programs where adequate counseling, psychological and remedial services are available; and (3) it works!

Pupil Background

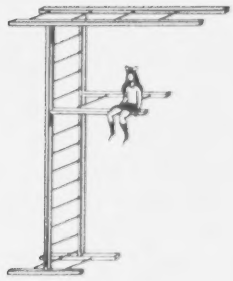
The youngster was a dependent female twin, overshadowed by her outgoing brother. She was extremely shy and withdrawn and the product of a deprived environment, living with her twin brother, mother and grandmother. Her grandmother had often made it clear to the girl that she would never learn to read. This, coupled with the influence of her more aggressive brother, contributed toward her very inadequate self concept. Pre-entrance testing indicated that much difficulty might be anticipated during her first year of school in the areas of letters, numbers, spatial relations, motor perceptual, and emotional and social areas. Although her mental development was normal, shyness prevented her from participating in class activities, with the result that she was unable to learn. Efforts by the teacher and teacher aid to provide special attention did not meet with success. The child was unresponsive to individual adult attention.

Class Placement

The girl was placed in a regular first grade class, but was assigned to spend blocks of time, daily, with prescribed groups designed to help with specific problem areas of development. For 90 minutes each day, she worked with a Developmental Group which offered an integrated program in language arts, social studies, math, science, art and music—to develop skills in oral ex-

pression, listening, following directions, thinking, visual discrimination, auditory perception, and motor coordination; to provide learning experiences in which each child can achieve some degree of success; and to help the child to work within a group as well as by himself. The specific objectives of this phase of the project were to structure a program to meet the needs of each individual child, to provide an accepting atmosphere in which the child's self esteem could be enhanced, to help the child work effectively within a group as well as by herself, to develop adequate motor coordination, and to provide an atmosphere that is conducive to creative expression.

The classroom teacher was assisted part of the day by an aide, and both worked under the supervision of a team consisting of a learning specialist and child development specialist. In addition, the girl spent 30 minutes each day in a motor perceptual program, conducted by a teacher aide under the supervision of a classroom teacher, and the team. Attention was focused on increasing the youngsters' ability to receive information through the senses—visual, auditory, gustatory, olfactory, tactual, and kinesthetic—and to process this information through the brain and express the results of such assimilation in terms of language or behaviors. (Perception in this context is the process by which one differentiates the things one hears, sees, and feels.) This group did not have specific facilities established for its use, but rather, met each day in whatever area of the building seemed appropriate to the particular portion of the program being carried out that day—for example, if the focus were on hearing, the group might meet in the music room; if the focus were on feeling, the group might meet in the art center where the children would be able to explore the shapes and textures of art materials. Recognizing that the child whose motor skills are not properly developed will have difficulty in focusing his eyes on one work, in distinguishing letters from one another, and in moving the eyes from left to right, this segment of the program utilized a program called DEVELOPING LEARNING READINESS (G.N. Gatman and others), developed by a group of educators and optometrists, which recreates the experiences and movements which should have occurred early in the youngster's development, and provides an opportunity for the teacher to help the child integrate these factors into curiosity, information, understanding, and knowledge. It recreates, reinforces, and provides greater opportunity for the youngster to develop physiologically so that he can perceive symbols, interpret them, and deal with them properly. This particular program functions on the premise that the total child must interact in order to be ready to learn. The development of perceptual skills is conducted through a systematic program of practice in General Coordination, Balance Walking Beam, Eye-Hand Coordination, Eye Movement, form recognition, and Visual Memory.



After only a few days of participation in this individualized program, the girl began to show signs of coming out of her psychological shell. In addition to these planned classroom experiences, the girl was seen by a counselor in specific counseling sessions as well as in casual contacts. There were both individual and group sessions, which aimed to establish a warm relationship with the child so that she would not be afraid of adults, and thereby be better able to end her self imposed isolation. During these sessions, the counselor used puppets, puzzles, games and role playing with the girl to provide her with the opportunity for verbalizing her feelings in a nonthreatening way. The girl's apparent avoidance of participation in situations where adults were absolute authority figures was a result of a negative relationship with her grandmother, unredeemed by the passive relationship with her mother who, although willing to help, was poorly equipped to do so by virtue of the fact that the home was deprived in both the social and economic aspects, the mother as well as the girl being victims of such deprivation. The counselor worked with the mother, providing her with suggestions as to what she might do at home to help in the emotional as well as the social development of her daughter. A first-year evaluation of the child indicated that she had begun to show improvement in all areas of her development, particularly in the development of motor perceptual skills, in her interaction with others, in her feelings about herself, and in her ability to learn to read. More progress was made, in fact, in the area of reading than in other academic areas. Although considerable improvements had been made, it was recommended that the girl be placed in a corrective second grade class for the following year. This was a small group of children who had not made as much progress as would have been desirable, and who would receive additional individual help. She participated in motor perceptual training until a reevaluation indicated she no longer needed it.

Early in her second year she was placed in a tutorial program (Ginn Tutorial) designed to be used as a supplement to classroom teaching in reading. (The procedures are systematically programmed and are specified in sufficient detail so that tutors with limited education and work experience can be trained to a high degree of effectiveness in only a few hours.) The Ginn Tutorial is designed for use with the Ginn Basic Reader Se-

ries is a supplement to classroom instruction which provides individual instruction in sight reading, comprehension, and work analysis. The tutoring was done on an individual basis for 15 minutes a day by either a teacher aide or a trained parent volunteer. Trained high school volunteers might also be used. The girl remained in this segment of the program for only a month but was withdrawn because she did not respond positively due to feeling insecure at being removed from her regular classroom and singled out for private tutoring. The girl spent her third year in a corrective class where she completed the Stern Structural Reading Series used since first grade. She continued to receive counseling services during this period. By the end of the third year, the child did have a much improved self concept, but academically, was still achieving below the national norm. Further improvement had to be made in social and emotional areas before academic learning could take place.

In the opinion of both teachers and project staff members, this youngster would most probably have developed emotional problems even more severe than those actually evident had she not been involved in Project SUCCESS. Had such emotional problems evolved, she would surely have become considerably deficient in basic academic skills, making any likelihood for a positive school experience highly improbable.

Adoption Guidelines

It is recognized that a total commitment to a project of the depth and duration of Project SUCCESS is not a viable option for most counselors and/or schools. With this in mind, we offer some suggestions to those individual counselors and schools which are in a position to implement some of the more positive and feasible aspects of the project.

Teacher Aides or Helpers

The school choosing to emulate Project SUCCESS should make some provision for remedial or tutorial programs, either through the availability of special classes or through helpers for the regular classroom teacher. These helpers could be paid teacher aides, volunteer parents or high school (or college) students, trained in the specific aspects of the program which they implement.

Facilities

Provisions should be made for designated areas in which the helpers can work with the pupils. For those study areas which do not require change of scene (e.g. motor perceptual) specific areas should be provided on a daily basis to insure a feeling of security to those pupils participating. For the motor perceptual development aspect of the program, the teacher, helper and school office should decide in which areas of the building the group can best function each day. The time for each part of the program should be the same each day, again to provide a certain amount of security for the pupils.

Training

The project should make use of the team approach, with the team composed of the teacher, helper, learning specialist and child development specialist. Often the school counselor may have to serve in a dual capacity as both learning specialist and child development specialist. If the district has a psychologist or other developmental personnel, the individual school should attempt to involve them in planning for its own Project SUCCESS. All aides, helpers and other volunteer assistants should be trained by the team for the particular area in which they will function within the program (reading, perceptual motor, development, etc.).

Participant Identification

As early in the first grade school year as deemed feasible, the teacher should examine the preschool screening records together with her own evaluations of her class, and recommend to the school counselor those children who might benefit from participation in the project. The counselor might choose to conduct further observation of the children as well as further testing to determine group placements of the pupils reference by the teachers.

Procedures

If the school is large enough and the need great enough to warrant having special classes and teachers, then the children referred by the teachers should be placed in appropriately graded special classes. If, as is more likely, the school does not have special classes devoted to perceptual motor readiness development and reading, then the children should be assigned to appropriate groups which will meet at specified times each day. Materials should be screened and selected prior to the initiation of the project, and evaluated on a continuing basis. Attached is the list of basic materials used in Project SUCCESS, but this list is not sacrosanct. You may certainly feel that other materials will better serve your special needs. In the absence of regular special education teachers, the groups should be conducted by helpers or aides who have been part of the teacher-aide/counselor learning team. They should meet as often as feasible with the regular classroom teacher to discuss

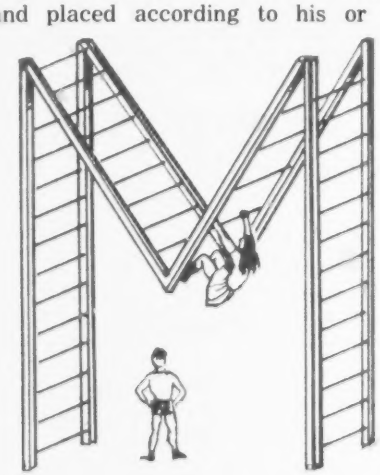
progress and problems. Parents should be encouraged to lend additional support to the aides in areas where it is felt more individual help should be made available.

Parent Involvement

It is absolutely essential for parents to be involved in the learning progress of their children. This is particularly vital when the parents may have inadvertently contributed to those conditions which make it difficult for their children to learn effectively. This might be because the parents are themselves poor learners, because their background is disadvantaged, because they feel inadequate or because they feel that the school would frown on their attempts to "interfere" with the education of their children. Some ways in which parents can be involved are through conferences and home visits; through reading workshops designed for parents who were, themselves difficult readers; through utilization of parents as resource people, as clinic and or library volunteers, as teacher aides or tutors, as extra supervisors for field trips and class parties; and through special training programs to enable them to work in the motor perceptual programs.

Evaluation

Informal evaluation should be an ongoing process, performed by all those adults having contact with the child—the teacher, aide, counselor, other team members, parents. Conferences should be scheduled several times each school year to allow these adults to share their opinions on how the child appears to be progressing. Formal evaluation should be determined and done by the team counselor, learning specialist and child development specialist at the end of each school year. In the absence of a learning specialist and child development specialist, the counselor should work with the district psychological staff. Depending upon the evaluations, both formal and informal, the Team should make recommendations for class placement for the following year. It may be that the child will not require placement in all the development groups for the full duration of the project (in the event that the school does not offer special class placement). Each child should be individually evaluated and placed according to his or her own needs. If, at the conclusion of the first year of the project, the school feels that evaluation indicated a modicum of success, the school might choose to extend the scope of the project to include the new incoming first graders. This extension, of course, is likely to double the kind of commitment involved, and a school might choose to allow the project to run a full three years (as did Project SUCCESS) before deciding how deeply it wishes to involve both its time, personnel and resources. If a three-year evaluation proved as positive as that involved in Project SUCCESS, a reevaluation of the time, personnel and resources of the school should be conducted in order to make this type of project an integral part of the regular school program.



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Materials

Ginn Tutorial

Ginn Basic Reader Series and *Tutors' Guide* (Douglas G. Ellson and others, Indiana University)

Motor Perceptual

Developing Learning Readiness (G. N. Gatman and Others, Webster Division of McGraw-Hill)
Look and Write: an Eye-Hand Coordination Workbook (Stanford E. Taylor, Educational Developmental Laboratories, Inc. McGraw-Hill)

Development Program

Treasure Chest of Readiness (Beth G. Hoffman and Others; Gesell Institute of Child Development, Harper and Row)
Peabody Language Kit, Level I (Lloyd M. Dunn and James O. Smith; American Guidance Service, Inc.) Pre-Number Kit (Harper and Row)
Classification and Seriation Kit (Harper and Row)

Structural Reading Program

Structural Reading Series, Revised Edition, 1966 (Catherin Stern and Others; L.W. Singer Company, Inc.)
Related materials: Key-Picture Cards, Sound Picture Cards, Picture Dictionary, Dominoes Vocabulary Development Booklets B and C. *Open Highway Series* (Scott, Foresman Co.)

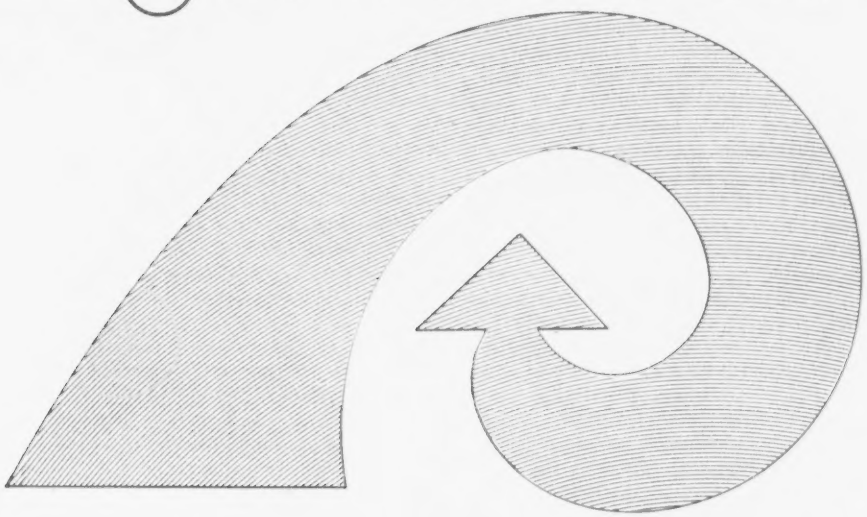
Listen and Think Program

First Talking Alphabet, Parts One and Two (Forrest Fernkopf and Others: Scott, Foresman Co.)
Listen and Think Programs (Education Developmental Laboratories, Inc., McGraw-Hill)
Phonics We Use Workbooks (Ruth Helmcamp and Aileen Thomas; Lyons and Carnahan)

Multi-Media Mathematics Program

Sets and Number Series K-3, (Suppes and Suppes; L. W. Singer, Inc.)
Visualizing Elementary Mathematics Kit B (L. W. Singer, Inc.)
SRA Drilltapes (Science Research Associates)

get involved!



with an impact workshop

The next Impact Workshop will be something special--instead of the usual 1½ days duration the Workshop on Actualizing Students' Potentials will involve participants in "learning-how" for 5 days. We say "learning-how" because as you already know Impact Workshops can be characterized as highly focused, fast-paced, hands-on learning experiences that build skills and understandings—in brief—they are "learn-hows."

Impact workshops are designed as follow through experiences to major Impact topics. They provide you with the opportunity to acquire the skills and resources you need to implement the ideas you've read about in **Impact.** In order to provide this type of experience and after discussing objectives and outcome goals with consultants we realized we had to offer at least a five day experience. In addition, scheduling our "learn-how" during the time between the end of the school year and the start of most summer sessions will make it possible for counselors to attend without the loss of working time.

Impact Workshop participants are involved. Beginning with their reservation for attendance they participate in customizing the workshop to meet their needs and interests. Common features to all Impact Workshops are:

1. Participant involvement in designing and planning for the workshop through completion of a pre-workshop inventory.
2. A packet of resource materials useful during and after the workshop.
3. Attendance at a complimentary wine and cheese socialization session with other participants and the workshop staff.
4. Instructions in the use of and full access to the ERIC/CAPS resource bank.
5. Opportunity to pursue areas of special interest through interest clustering and resource banks.
6. Workshop designs that emphasize participant examination and use of innovative resources and materials.
7. Post workshop assistance in implementing plans developed during the workshop through the Impact hotline consultation service.
8. Development of a shared practices network between members of the workshop to provide for post-workshop communication between members on their program experiences.

In addition, by attending the Impact Workshop on Actualizing Students' Potentials it is possible for you to receive two university credits by arranging to complete a post-workshop project and paying The University of Michigan tuition.

Impact Workshop on Actualizing Students' Potentials

Rarely will you find a workshop that effectively combines what is presently taking place in achievement motivation training with human potential group work techniques. However, the up-coming Impact workshop is dualistic in its approach and has two goals: 1. to provide participants with the opportunity to experience the combined group process, and, 2. to aid and assist participants in utilizing achievement motivation training techniques and human potential principles in one's own setting.

At the completion of the five day workshop one should:

—possess the basic skills and understanding to more successfully implement the group process in one's own setting.

—increase skills in group work leadership and build greater knowledge as to the issue of "what kind of group work for what kind of student."

The workshop will focus on many areas including some of the following:

—moderate risk-taking behavior
—goal setting and action strategies
—achievement thoughts, feelings, and actions
—utilization of simulated games
—decision-making and the use of feedback
—measuring one's own achieving behavior
—values
—positive reinforcement
—interpersonal awareness

Special highlights of the workshop on Actualizing Students' Potentials will be:

—previewing of films that relate to the program theme
—the opportunity to pre-plan a program in consultation with workshop staff
—materials that can be utilized outside of the workshop
—research focusing on ingredients of past successful programs and consultation on how to research one's own program
—a follow-up on implementation
—2 credit hours of graduate credit through The University of Michigan Extension Service (optional)

The workshop on Actualizing Students' Potentials will be held June 25-30, 1972, in Ann Arbor, Michigan. Accommodations are available at The University of Michigan or at local motels. For additional information please complete this form.

Please send me additional information on the Impact Workshop on Actualizing Students' Potentials

Name _____

Position _____

Address _____

_____

Phone _____

Send to Impact/Workshop, P.O. Box 635, Ann Arbor, Mi. 48107

surveyor

A Profile of the Impact Subscriber

—His demographic make up

—His views and opinions about **Impact**

Surveyor randomly sampled approximately 10% of the total number of Impact subscribers through the use of a mailed questionnaire. The instrument was designed to answer three questions:

1. *What characterizes an Impact subscriber?*
2. *How does he feel about the first issue of Impact?*
3. *What are his ideas about expanding the professional usefulness of the magazine?*

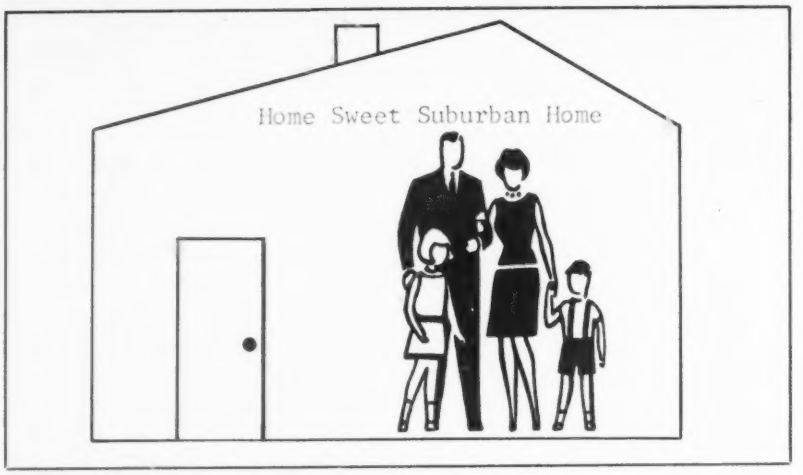
Of the sample, 63% returned the questionnaire. The results of this survey outline our respondents' demographic characteristics and describe their views and opinions about Impact.

Complete data breakdown is available upon request. Write:
Impact
c/o Surveyor
P.O. Box 635
Ann Arbor, Michigan 48107

The typical *Impact* subscriber is a male public school counselor. He is married and has two children, one between 6 to 13 years old, one 18 years old or older. He owns a home in the suburbs, has a Master's or professional degree and is "well heeled," earning $15,000 or more per year. Politically he is divided; 34% of the sample are Republicans, 34% Democrats and 32% "Other."

He voted in the last election and is as professionally conscientious as he is politically. He attends at least one professional meeting, workshop or lecture per year at either the national or state level, and is a member of at least one professional organization. He reads from one to six professionally relevant books per year, plus journals and periodicals.

Counseling techniques is the single most highly stated focus of the meetings the typical *Impact* subscriber attends. He also feels that attendance at professional meetings is not only an important element in professional growth, but a matter of strong personal commitment.



He feels that he will continue to look forward to Flashes and Printout as regular features.

Accountability models and performance based criteria for counselors are subjects that he encourages us to cover. He is also interested in learning specific ways to be effective with special population groups.

In his opinion, *Impact* is helping him identify and relate to professional concerns and current issues in a way that he can actively get involved in constructive activities. While he reported that *Impact* is good as is, he encouraged our continuing to publish immediately useful innovations, listings of professional meetings, summaries of research and creative ways to implement these results in counseling.

He reported that he read at least one-half of the magazine (Fall, 1971) and designated an overall rating of between excellent and good (82% of respondents). In *Impact's* first issue, he most enjoyed the Career Guidance article, Rate Your Career Guidance Program, and What Image the Counselor.

Percentage Table:
Several Demographic Characteristics of Impact Subscribers. Low individual responses (below 2%) have been omitted.

--Sex	
Men	79%
Women	21%
—Age of Subscribers	
35-49	57%
26-34	23%
50-64	20%
—Educational Level	
Masters or Professional Degree	67%
Doctoral Degree	25%
Post-Graduate Studies	7%
Other	1%
—Field of Specialization	
Counseling	61%
Counselor Education	8%
Supervision and Administration	4%
Other	27%
—Organizational Membership (Professional or Education)	
Members	98%
APGA (National, State, Local)	25%
NEA (National, State, Local)	13%
NVGA	8%
ASCA	12%
ACPA	7%
PHI DELTA KAPPA	6%
Other	29%
Non-Members	2%
—Attendance at Professional meetings workshops, lectures	
At least one of the above	98%
One meeting	42%
a. National Level	16%
b. State Level	18%
c. Local Level	8%
Two meetings	20%
Three meetings	9%
Four or more meetings	29%
None	2%
—Feel that attendance at professional meetings is important for professional growth and a strong personal commitment	67%
Is encouraged and paid for by employers	26%
Other	7%
—Main focus of meeting attended	
Counseling techniques	36%
Vocational guidance	12%
Personnel Administration Group Counseling, Drug Counseling	20%
No response	22%
Other (social work, financial aid, instructional)	10%
—Occupation	
Public School counselors	
College or University Administrators	15%
College or University Counseling	12%
Government or private practice	9%
Teachers	4%
School social workers or psychologists	4%

flashes... flashes... flashes...

. . . A report issued by HEW's Women's Action Program has found that from college campuses to doctor's offices, women are discriminated against in virtually every aspect of American life. Among its findings:

—Although women make up 63 per cent of HEW work force, they hold only 14 per cent of the top jobs.

—Physicians are more likely to dismiss women's symptoms as neurotic or as normal female problems—"sometimes until physical diseases are beyond treatment."

—The proportion of women among graduate school enrollments and candidates receiving degrees was less in 1970 than in 1930. "Based on academic achievement, the women selected for graduate training are on the average more highly qualified than the men."

—The median income of women 65 and over is less than half the median income of men in this group: $1,397 compared to $2,828.

"To date," it states, "the most active and effective efforts to combat sex discrimination have come from HEW's contract compliance division of the Office for Civil Rights."

During the past two years, the report said, more than 300 complaints of sex discrimination in employment on college campuses have been filed with the office.

. . . A 16 year old Houston, Texas girl who was married in December, 1970 and divorced in September, 1971 is being barred from all extracurricular activities at Channelview High School. Reasons for the rule (which incidentally does not affect unmarried mothers who return to school) is that the school should discourage marriage among students and that mingling of married and unmarried students would lead to "undue interest in and discussion of sex."

B. T.
January 7, 1972
p. 6

. . . Feminists in Wisconsin have a new target—the Dictionary of Occupational Titles (DOT). A reference for people in government, industry and education the DOT evaluates the level of complexity at which a worker deals with data, people and things. The more complex a job, the lower the three digit code. Feminists have found that jobs traditionally held by women, foster mothers, nursery school teachers, and practical nurses, are given the lowest skill rating, 87B. A short order cook is rated 381, barber 371, and bus driver 463—these occupations are usually filled by men. A $65,000 grant from the Labor Department is being used by Dr. Kathryn F. Clarenback to look into rating procedures.

. . . A computerized male chauvinist is the result of a program for a talking computer developed at Stanford Research Institute under the Artificial Intelligence Program. Instructions to the machine can be given and received verbally, but are limited to the 1,000 word vocabulary programmed into the computer. The real catch is that the computer will respond only to the human male voice, which is supposedly richer in harmonics or secondary functions than the female voice. According to SRI scientists, the machine's acoustic pickup apparently can decipher orders given only in those rich, male harmonics.

Berkley Tribe
January 21, 1972
p. 3

. . . In 1970, Ms. J. H. of California ran a series of newspaper ads: "Mothers Anonymous, for moms who blow their cool with their kids—call . . ." She received over 200 calls and M. A. is expanding rapidly both in California and other states. A professional counselor attends each meeting but the mothers do most of the talking. Members also call each other for instant help when they're under stress.

. . . The High School Women's Coalition, a New York women's lib group wants high schools to teach birth control methods; it also wants them to tell students where to get the desired contraceptives. Hariette Surovell, a spokesman for this group and a member of the New York City Board of Education's Advisory Council on Sex Education says, "it's surprising that, in 1972, teenagers are just about totally ignorant when it comes to birth control."

. . . The University of Michigan has a new marriage counselor for couples with communication problems, "SAM." Actually SAM stands for "Signal Systems for Assessment and Modification of Behavior" and is a device for transmitting light signals between two clients or between a client and counselor during a therapy session. Typically, a husband and wife are seated opposite each other and asked to discuss some aspects of their marriage. By pushing a button, the listener can register approval or disapproval of what his partner is saying. The light also flashes on the therapist's control box and is recorded on tape with the dialogue to be assessed more fully later. Developmental project director, Edwin J. Thomas, says that in working with 40 couples the device has proven successful. Couples using it have liked it and many have insisted that it has helped them to communicate more adequately.

. . . The Society for Emancipation of the American Male has filed complaints with the U.S. Civil Rights Commission charging *The New York Times* and the three major television networks with discriminating against men and housewives.

The society complained that the *Times* has a woman's but no men's department in violation of the 1968 Civil Rights Act and that the women's department is dominated by feminists who discriminate against women who enjoy being mothers and housewives.

The commission is asked to require the *Times* to abandon its women's section or add a men's section.

The commission also is asked to investigate what the society said is a similar pattern of discrimination against men and housewives" by the Columbia Broadcasting System (CBS), the National Broadcasting Company (NBC) and American Broadcasting Corp. (ABC).

The networks are accused of "clearly a deliberate and purposeful promotion of the Women's Liberation point of view to the exclusion of other points of view on the issue."

. . . In the January 23—February 12 time period nearly 200 term papers have been stolen from professors at Harvard and Columbia. A Queen's, New York term paper supply service bought 23 from a student who said he had obtained them "from friends." Such concerns advertise heavily in campus newspapers (the *Daily Princetonian* is one of the few college papers refusing such advertisements). Most companies rely on paid employees to turn out papers, so to date, the problem of term paper theft has not become a general one.

. . . Last year the government funded a $7 million nationwide experiment in performance contracting. The projects concentrated on reading and mathematics and students included blacks, whites, Puerto Ricans, chicanos, Indians and Eskimos. After testing and comparing the "experimental" group students with "control" groups, OEO reported: "The results point with remarkable consistency to the conclusion that there were no significant differences . . . It is clear that there is no evidence to support a massive move to utilize performance contracting."

. . . Minnesota Metropolitan State College, a new institution designed to reach adults beyond college age, received a grant of $213,500 from the Carnegie Corporation of New York.

The college, scheduled to open next month, will focus on urban affairs and will offer two years of graduate work. The grant will support planning and development of the college over an 18 month period.

innovation adoption

"A review of the programs at state personnel and guidance association conventions and the input of speeches and papers received by ERIC CAPS suggests that accountability is a major theme presented in current counselor communication. Whether a bandwagon phenomenon or a valid means to improve counselor viability, it is among the current emphases for which counselors hold the highest expectations." (Walz, *CAPS Capsule*, Winter, 1972.)

This comment suggests that counselors are beginning to reassess the impact they are having on the positive growth of the individual in the educational setting. Pressure from the community, the school administrator and the student is forcing the counselor to develop performance standards against which to measure counseling outcomes and to provide widespread communication to the public of both objectives and outcomes.

Simply stated, the counselor is attempting to demonstrate his value in the school by developing programs which utilize behavioral objectives. In establishing "accountable" guidance programs counselors are faced with the enormous task of identifying those objectives which are truly representative of the needs of their clients. Once measurable objectives have been identified, the counselor is further faced with the problem of implementation, acceptance and evaluation.

Many of the documents related to accountability that have been reviewed by the ERIC CAPS staff suggest that counselors are concerned with the need to organize innovative guidance programs, yet find it extremely difficult to establish specific strategies for implementing these program changes. In essence, there is a growing awareness of needed "ends," but little procedural information regarding specific "means."

Dr. Ronald G. Havelock, program associate, Center for Research on Utilization of Scientific Knowledge (CRUSK), and associate professor of education, at The University of Michigan, provides a model for change in *A Guide to Innovation in Education.** Although the model does not deal with what changes should be made nor does it recommend specific innovations, it does provide a good deal of information on how successful innovation takes place and how change agents can organize their work to assure successful innovation.

Within the context of guidance program evaluation, accountability and guidance innovations, this model could hold special relevance for the counselor. Therefore, it is the aim of this article to first, offer a brief discussion of the theoretical framework of the educational change model and, secondly, to provide a case study which illustrates how the concepts of Havelock's educational change model can be applied in the guidance setting.

Theoretical Framework

The concept of "change agentry" is essential to a proper understanding of the educational model. Havelock defines the change agent as a "person who facilitates planned change or planned innovation." In the context of guidance program evaluation, the counselor initiating program changes can be classified as a "change agent." His students, school faculty and administration, and the community in which he works all represent his client or user system. In Havelock's educational change model there are three primary ways in which a person can act as a change agent.

- **The Change Agent as Catalyst**

People frequently resist change; they want to keep things the way they are even when outsiders perceive and suggest that change is required. For this reason, some change agents are needed just to overcome inertia, to prod and pressure the system to be less complacent and to start working on its serious problems. In education today this role is often taken by students, concerned parents, or school board members. They do not necessarily have the answers, but they are dissatisfied with things the way they are. By voicing their dissatisfaction and by upsetting the "status quo" they energize the problem-solving process, they get things started.

- **The Change Agent as Solution Giver**

Many people who want to bring about change have definite ideas about what the change should be, they have solutions and they would like to have others adopt those solutions. However, being an effective solution giver involves more than simply having a solution. One must know when and how to offer it to help the client adopt it to his needs.

- **The Change Agent as Process Helper**

Havelock suggests that the most important change agent role is probably that of helper in the process of problem solving and innovation. It is within this role that the counselor can find the greatest support information.

With an understanding of the concept of change agentry, let us now examine the specific aspects of Havelock's educational change model. This model is divided into six "process stages." These

*Havelock, Ronald G. **A Guide to Innovation in Education.** The University of Michigan, 1970. All of the theoretical information and pictorial illustrations have been selected from this reference, with the permission of the author. A final hardcover book will be published by Educational Technology Publications in 1972.

:a model

stages include:

1. Relationship

The first thing the successful change agent needs to develop is a viable relationship with the client system or a solid base within it. A secure and reasonably well delineated helping role is an essential point of departure. Often this requires identifying those individuals in the client system who have influence and can best work with the change agent.

Frequently, the counselor places his single focus on the student. Certainly this is important, but if the counselor wishes to make meaningful changes in his program, he must be willing to develop channels of communication with the faculty, administration, and community.

2. Diagnosis

Once established in the client system, the change agent must turn to the problem at hand. He must find out if the client is aware of his own needs and if the client is able to articulate his needs as problem statements.

This stage suggests that the counselor's responsibility in evaluating "problem areas" in his school setting are two-fold. First, he must be willing to exert a great deal of effort in locating the weaknesses in the guidance services he offers. Secondly, and equally important, the counselor should emphasize that identified problem areas in the guidance program are directly related to the well-being of the total school community.

3. Acquiring Relevant Resources

Having defined his problem, the client needs to identify and obtain resources relevant to solutions.

Seeking solutions obviously is not an easy task. In order to obtain information regarding all possible alternatives, the counselor must be aware of all of the resources available to him. This includes assistance from teachers, consultants from other schools, published books dealing with specific guidance innovations, and community resource persons.

4. Choosing the Solution

The client now needs to derive implications, generate a range of alternatives, and settle upon a potential solution.

"Systematic" is the key concept for the counselor seeking the proper solution. As a change agent, the counselor should consider three general rules: 1) carefully analyzing the information collected, 2) generating as many solutions as possible, and 3) providing some testing and avenues for adaptation.

5. Gaining Acceptance

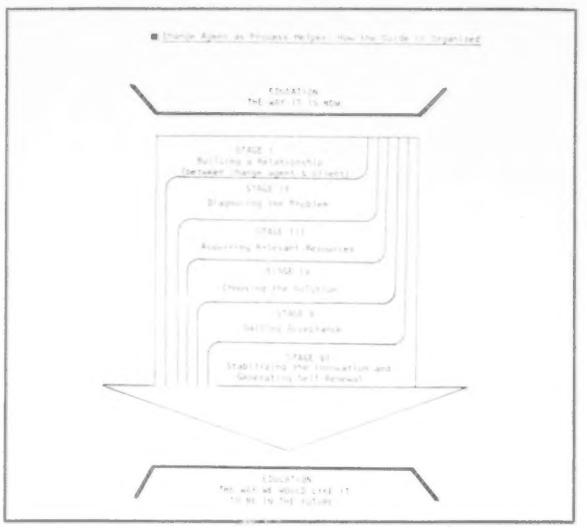
Even a good solution needs adaptation and needs to be reshaped to fit the special characteristics of the client.

Open channels of communication are essential in this stage. As he attempts to bring about change, the counselor must strive to convey the pertinent facts about the innovation to the relevant audiences, namely, the administration, students, faculty, and community.

6. Stabilization and Self-Renewal

Finally, the client needs to develop an internal capability to maintain the innovation and continue appropriate use without outside help. The change agent encourages members of the client system to be their own change agents and to begin to work on other problems in a similar way. As this self-renewal capacity begins to build, it allows the gradual termination of the relationship so the change agent can move on to other projects, problems, and clients.

The self-renewal activity is one of the most difficult tasks facing the change agent. The counselor should be prepared to develop innovative programs that will not require his constant attention. This suggests that strategies should be employed to provide avenues for "packaging" a program. Special attention must be given to inservice training and self-evaluation.



Case Study

The following case study is an actual program that was developed and implemented in an educational setting. This case is analyzed according to the six stages in Havelock's educational change model. This analytical approach should provide a good illustration of the utility of the educational change model for counselors.

Career Guidance Through Groups

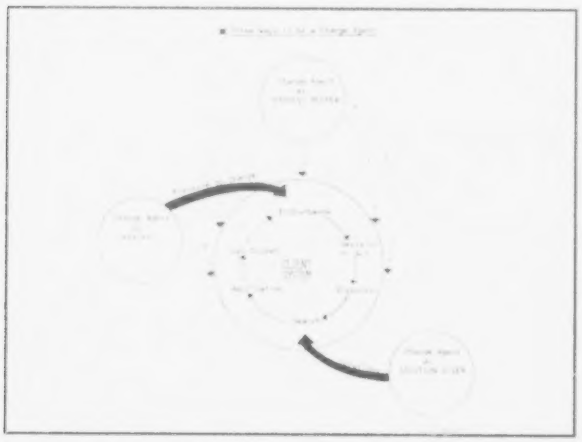
An experimental and demonstration project was conducted in Houston, Texas, to prepare youth, particularly those characterized as minorities, to make a positive transition from high school to suitable employment or post-high school training. The Vocational Guidance Service of Houston sponsored the program.

Stage I—Relationship

The Vocational Guidance Service of Houston is a United Fund Agency which has served Houston and the surrounding area for the past 25 years. The primary focus of this service has been in the field of human resources. Throughout its years of service, the agency has conducted a number of special projects dealing with drug education and assistance to addicts, mental health, youth job assistance, career guidance, and adult education and training.

The agency is governed by a board of directors made up of lay people representing all major races and creeds in Houston. The board of directors include representatives from the area school systems, business and industry, organized labor, law, religion, and others.

In this situation, the change agent, the Vocational Guidance Service, has a solid base within the client or user system—the city of Houston and its surrounding area. The agency provides a variety of public assistance programs which offer direct benefits to all segments of the community. Another important facet of the relationship building stage is the need to understand the formal leadership structure of the user system. In this instance, the membership of the Vocational Guidance Service is comprised of those individuals who represent a cross-section of people with specific influence in the community. The agency is respected by the community and has direct influence through its membership.



Stage II—Diagnosis

The first change of attitude toward minority groups in other than traditional jobs was initially felt in Houston in the middle and late 1950's. This change was noted by the Texas Employment Commission, Vocational Guidance Service, and other job referral agencies which were attempting to open the way to equal employment for Houston's Black and Mexican-American citizens. With this change in employment practices, it became evident that minority students would have to be exposed to far more information about job availability in private industry so they could make adequate plans for post-high school training or better prepare to apply for employment after graduation from high school. Also, research studies conducted in the Houston area clearly illustrated that the failure of minority youth attempting to obtain employment could be attributed to "employer negativism," partly resulting from the unwillingness of minority students to conduct themselves in job securing practices acceptable to employers.

Although the agency members and other community educators were aware of the need for better minority career guidance programs and job placement services, the community as a whole was not attuned to the need for more elaborate career guidance programs for minority group students. Therefore, the Vocational Guidance Services developed a comprehensive occupational awareness and guidance project which would effectively demonstrate the necessity for such a program to be adopted by the school systems. The project had three aims: 1) to help youth stay in school, 2) to help youth to realistically plan their occupational or post-high school training goals; and 3) to help youth make the transition from school to work with minimal difficulty. Because of this effort to articulate to the community the problems related to the job training and placement of minorities and the broad areas that should be dealt with, the community as a whole was quite receptive and the U.S. Office of Manpower Administration gave financial support for a pilot program.

In this stage there were specific diagnostic steps taken: 1) the Vocational Guidance Service made a complete evaluation of the problems related to career guidance for minorities through personal observations and research evidence provided by others. During this evaluation, both causes and effects were reviewed; 2) secondly, broad alternatives were considered as possible means for dealing with this issue, 3) a formal written report was developed. When the report was introduced, the community enthusiastically accepted it.

Stage III—Acquiring Relevant Resources

Much of the resource information regarding possible "solutions" was self-generated. The Vocational Guidance Service conducted an analysis of general employment opportunities in the Houston area. Much of the city's attraction for new residents were the Manned Spacecraft Center and other modern industries, such as electronic component and instrumentation manufacturing, petrochemical products, medical resources and other industries striving for modernization and growth. This analysis suggested that there would be little opportunity for those individuals who lacked the

necessary lingual abilities, technical skills, or other kinds of post-high school training required to integrate successfully into the employment community. The Agency also collected and reviewed the research on low income youth of Houston. Finally, Agency members reviewed information regarding innovative techniques in career guidance.

Stage IV—Choosing the Solution

Based on the information generated in stage III, the Vocational Guidance Service concluded the following: 1) Houston offers a large varied opportunity, particularly in technical fields, 2) there is a wide communication gap between employers and minority group students, 3) collectively, the minority population represents a large proportion of the Houston population, 4) there are insufficient funds and personnel to provide career guidance for minority students on a one-to-one basis, 5) minority group students hold naive views of employment opportunities and training. Based on these implications, it was decided that a career guidance program should be developed and that this program should be based on group interaction. Consequently, a pilot program was designed for testing its feasibility.

Stage V—Gaining Acceptance

We can best understand the methods employed in integrating this group guidance program into the Houston School system if we evaluate the procedures used, based on the practices categorized within the "acceptance" stage:

A. Awareness:

During the initial "awareness" stage, the individual is exposed to the innovation and becomes aware of it. As yet he has only a passive interest and he does not necessarily seek further information. The way in which the innovation is presented to him initially may well determine whether he is motivated to move on to the second and subsequent stages.

> During the diagnostic stage, the Vocational Guidance Service contacted key school personnel informing them of the information collected so that when the pilot study was initiated, school officials would be willing to test it. The Vocational Guidance Service consulted administrators, counselors, and others familiar with the characteristics, problems and behavior of the youth with whom the group guidance program would be working. The Service also sought advice on the criteria for selecting professional counselors to work with the youth.

B. Interest

The interest stage is characterized by active information seeking about the innovation. Although the client system has an interest in the innovation and a general open attitude toward it, at this stage the user has not yet judged whether the innovation would be suitable for his own circumstances.

> As is indicated in the "awareness" stage, the development of interest was an ongoing process. Throughout the relationship building stage, the diagnostic stage, and the resources stage, the Houston school officials were asked to participate in the analysis.

C. Evaluation

The third stage, evaluation, is generally described as a period of "mental trial" of the innovation, a necessary preliminary to the "behavioral trial."

> Again, because of the continuous close contact between the Vocational Guidance Service and the Houston School officials during the early stages of development, a commitment was made to test the feasibility of the group guidance program.

D. Trial

In the trial stage the client uses the innovation on a small scale in order to find out how it would actually work in his own situation. An alternative method of conducting a trial is to use the innovation on a temporary or probationary basis before moving to the true adoption.

> Approximately 1,234 12th grade students from 14 area high schools were selected or volunteered to participate in the Group Guidance Program during its initial trial test. The Group Guidance counselors were invited into classrooms to present the program to the students. Those students wishing to volunteer for the program did so at no risk to their grades as long as they completed their regular class assignments.

E. Adoption

In the "adoption" stage, the results of the trial are weighed and considered and, on the basis of post-trial evaluation, the decision is made to adopt or reject the innovation.

> At the end of the first year, the results of the pilot-study were evaluated. Data was collected by two methods: 1) telephone calls were made to the participating students and their families, and 2) a follow-up form was sent to approximately 11,000 students. In general, conclusions were drawn by the Group Guidance Program Staff, based on subjective feedback from students, teachers and school counselors. Based on the resulting satisfactory employment rate of the clients, the Houston Area High Schools decided to adopt the Group Guidance Program.

F. Integration

Even when a favorable decision is made, however, true adoption does not occur until use of the innovations becomes routine. Innovations must be integrated into the day-to-day working life of the teacher, the administrator, or the user, whoever he may be.

The Group Guidance Program Staff decided to "package" their program in the form of an adaptable curriculum. The curriculum was based on the recommendations and conclusions drawn from the first-year pilot study and included a series of case studies dealing with techniques for finding employment, current labor market information, and knowledge about self-evaluation. It was then tested in the Houston high schools for a second year with a larger staff of counselors from the Vocational Counseling Service and placed more responsibility with the school counselors. During the third year, the Group Guidance Program will be modified to actively serve up to 2,950 youth in ten senior high schools, with almost total responsibility maintained by the institutional school counselors.

VI. Self-renewal

As was indicated in the adoption stage, through the development of a curriculum, the "packaged" concept provided the school counselors with a set of guidelines to maintain the Group Guidance Program by themselves. However, it should be noted that evaluation and modification are ongoing.

Summary of Case Study

The introduction and integration of the Group Guidance Program into the Houston high schools required a three year period. The first year saw the early stages of the educational change model in focus. Time and energy were spent building a relationship with the schools, diagnosing the problems of employing the minority student, acquiring further resource information, extending communications with the schools, and testing the program by way of a pilot-study. Activities during the second year were aimed at "packaging" the Group Guidance Program and preparing the schools to maintain the program with little assistance from the program staff. Finally, as the third year begins, there is evidence that the Group Guidance Program is being used extensively.

Implications for Counselors

A few general suggestions and answers for enactment can be drawn from Havelock's model.

Innovation and planned change are not easy processes. Many of the studies dealing with innovations suggest that the change agent must have a great deal of perseverance. Also, as was indicated by the case study, change may require a long period of time. With regard to the innovation itself, the change agent must be aware of the problems related to where, when, and how to cause change for the improvement of education. And, if the individual is truly committed to innovation, he must accept the notion and work within the framework that most people like to adopt new modes of behavior; they will change if they understand the benefits to them and society and if they know how they are to change. The change agent can predict the degree of success of a program of innovation adoption by weighing the following variables:

1. **The characteristics of a community** greatly influence the rate of adoption of an innovation. Ideally, the community that is characterized by liberalism, high income and educational level, and is fairly homogeneous probably represents the best "site" for innovation.
2. **The ideal staff** for innovation should consist of those individuals who have practical community and teaching experience and who are either young or old. It is suggested that youth bring enthusiasm while those who are personally secure or near retirement age provide maturity and the skills necessary to innovate. Support personnel (see Zimpfer article this issue) can also assist the counselor in initiating change.
3. **New ideas which cost money** are often more readily accepted during periods of rapid growth. This is usually a time when new state or federal legislation creates a favorable financial climate.
4. **Changes of administration** at the board, superintendency, or principal level offer excellent opportunities for introducing innovations. Generally, new people are seeking new ideas in order to make an immediate impact on the system.
5. **Strikes, student confrontations, racial conflicts,** and other emotionally laden crises are not usually regarded as the proper setting for innovation. However, these trying times *may* be ideal times for starting innovations—people are dissatisfied and receptive to change—but the counselor must prepare to present constructive ideas for change.
6. **The change agent's position** in the bureaucratic power structure greatly influences the degree to which his innovation will be accepted. This suggests that the change agent must assess his "power" and identify and build a relationship with those individuals in his school setting who can influence the acceptance of his innovations.
7. **Utilization of the mass media** can provide "spotlight" attention and public support for initiating a major innovation.
8. **The change agent should be aware of his critics and supporters.** Often the community's opinion leaders are those who can offer the most helpful criticisms. The change agent should constantly attend to these criticisms in hopes of gaining new supporters for innovation. He must remember also, that silence does not always represent support.
9. **The use of small groups** can be extremely effective in building rapport and airing the fears and concerns of all involved. Group interaction can take the form of force-field analysis for tension reduction, group observation, and process analysis.
10. **Innovation is often met initially with blind resistance by the community.** The change agent must accept this and be willing to strive to overcome this obstacle.

consultations

Dear *Impact*,

In my junior high school there are a number of students who are doing well academically but are quite introverted and seem to lack self confidence. I have seen them in individual counseling sessions and I have also consulted with their teachers to assist them in developing means of helping these students. One approach we tried which seemed to be relatively effective was having them tutor some younger students at a nearby elementary school. These efforts have been mostly sporadic, however, and I feel that if some organized program could be developed, the students would gain more.

Do you feel this is a valid approach for helping improve their self-concept and ability to relate interpersonally, and do you have any suggestions for how such a program can be organized and coordinated?

Searching

Dear Searching,

We think you are definitely on the right track, for by providing these students with the opportunity to develop a positive relationship with a younger child and to make a contribution to someone else's development, you are helping increase their self esteem, self confidence, and ability to relate comfortably to others. In addition the younger children also stand to gain a lot, both academically and emotionally.

As you suggest, however, for such a program to be maximally effective, it must be organized and coordinated; a team effort is required among school staff. In addition, the older students need to develop skills in helping younger ones and they should have the opportunity to discuss their reactions to this experience and receive assistance in problems encountered in their helping relationships. One resource which we feel will be useful to you is a handbook entitled *Cross-Age Helping Program*, developed by the Center for Research on Utilization of Scientific Knowledge, the University of Michigan. This is a programmed guide accompanied by a filmstrip and record and includes procedures for orienting the school staff to such a program, staff training materials, techniques for training older students, and detailed lesson plans which provide content material for helping older students learn to relate constructively to younger ones.

Impact

• • •

Dear *Impact*,

I am a high school counselor and my question involves the increasing use of drugs in our school. Presently, as far as I am aware, the problem is largely confined to marijuana, and in an effort to curtail its use we plan to implement a drug education program on a trial basis within the next year.

My question relates more to the immediate situation however, for thus far I have been quite unsuccessful in relating to students about this issue and there seems to be a tremendous gap in communication. Few students are requesting my help, and the ones that have brought up their drug experiences seem to have been turned off by our discussions. For example, I recently had a counseling session with a student who was trying to decide whether or not to experiment with marijuana. After discussing her reasons, I told her about the potential dangers—legal as well as medical—and stressed the fact that a person who takes this narcotic usually builds up a tolerance to it, can become extremely dependent upon the drug, and may even feel the need to progress to stronger drugs such as heroin. I tried to help her realize what a big mistake she would make if she did try it and I told her that I hoped she wouldn't do anything that she would undoubtedly regret in the future.

All in all our session went very badly. When I asked her how she felt about what we had discussed, she replied "You've done what every other adult seems to do—moralize, use scare tactics, and present untrue information. That's not the kind of help I'm looking for."

Her remarks were quite distressing to me for they clearly indicate that our discussion had very little impact on her. Do you have any thoughts on what I did to cause such a reaction and how do you think I can be of more help to the next student who walks in my office with a similar dilemma.

Wanting to help

Dear Wanting,

It seems as if her reaction sums up what you have done, and thus although your intentions are undoubtedly good, you seem to be alienating your students rather than helping them.

First, the information you conveyed is incorrect on several counts. Marijuana is not pharmaceutically characterized as a narcotic; it is not known to produce physiological dependence; tolerance apparently does not develop; and only a small percentage of users progress to heroin or other hard drugs. Even its ability to produce psychological dependence is highly variable and, in fact, is questioned by many authorities. There is little controversy about the need for providing youth with information about drugs and their effect on the mind and body. However, in order to establish credibility and open the channels of communication, it is essential that such information be correct, and unbiased and communicated in a rational and objective fashion. Thus one important guideline involves being knowledgeable about the facts!

Second, the counseling session seemed to focus on your efforts to convince the student of the grave mistake she would make if she experimented with marijuana. Practice has repeatedly demonstrated that a moralistic or authoritarian approach does not provide any solutions; it is simply not enough to say that the use of drugs is bad or illegal. We must recognize that in the final analysis each student must make his or her own decision; consequently, rather than merely telling students they are wrong, you would be much more helpful if you provided them with the opportunity to express and clarify their own attitudes toward drugs. For example, you can help students explore why they want to use a particular drug, what needs they think it will meet, what benefits and negative consequences can result from usage, and what alternative means there are to satisfying the needs that drug taking fulfills.

Third, from the tone of your letter, it seems as if you do not have a strong understanding of the youth culture and how contemporary youth view society and the drug scene. In order to establish and maintain communication, it is essential to have an understanding of the prevalent values and attitudes of adolescents in general, as well as the particular values and attitudes of each student you encounter. Along similar lines, it is also important to realize that there are a wide variety of motivations underlying drug usage and thus you must distinguish between the student who experiments with marijuana occasionally and the "freak" who uses heavy doses of drugs regularly.

In conclusion, it is obvious that the amelioration of drug abuse involves the attack of far reaching societal problems, but hopefully, educators can make a small start by establishing meaningful communication with youth and facilitating intelligent decision making.

Some references which might be of interest to you are listed in the Bibliography under the Consultations heading.

Impact

Conflict Utilization

The Educational Change Team In Action

"This is a city . . . The names and places have been changed to protect . . ."

(News Item) Racial trouble has broken out in District Two.

It began with the arrest last week of five youths, accused of breaking up a party which was building a float for a homecoming parade.

Because police found a revolver, knife and quantity of capsules believed to contain dangerous drugs in their car, the five also are held for investigation of carrying concealed weapons and possession of narcotics.

The incident sparked several other clashes and city police have been on guard to head off new incidents this week.

One unidentified white boy told officers he was beaten yesterday afternoon by several blacks as he left the adjoining Franklin Junior High School. Police said he did not require medical treatment.

(News Item) A second disturbance in a month—this time by white students—has disrupted classes at Riverview High, this one protesting the suspension of white physical education teacher Phillip McBane, 29, following an altercation with the son of a black school board trustee in the district.

McBane and the student, George Johnson, 19, a senior and football player and the son of District Two Secretary Ralph Johnson, have filed assault and battery charges against each other. The charge against Johnson will be heard December 13 and the one against McBane on December 20, both in municipal court.

City Police Chief Roy Satterly reported that he was tipped off by a Riverview attendance officer — newly appointed after the first riot and a former deputy chief of police that a walkout was planned by white students last Friday to protest the suspension of McBane.

". . . A chain of events began which soon led to a crisis situation in this high school. The youth, a school board member's son, was suspended. Rumors about the incident spread quickly through the school district; tension mounted. Black and white students began to accost each other, individually or in groups, and parents—black and white—were enraged. In desperation, the superintendent closed down the school after a black-white melee in the building, and reopened it two days later with community members policing the halls."[1]

Creeping Disorder

School disruption, student confrontations, student unrest, strikes, and racial conflict are known quantities to a large portion of our public school systems and have been familiar during the late Sixties and early Seventies. Although our amazement, attention, and concern is quickly focused on the actual "boiling over" of the critical school situation, our attention might be focused, in time, on a commonality that emerges from careful analyses of this and similar school issues: that situations do not become pathological instantly. Each of the erupted situations has occurred in response to some pressure that is searching for an outlet, an escape valve—and over a limited period of time.

(News Item) Riverview High School physical education teacher Phillip McBane and student George Johnson, son of District Two secretary Ralph Johnson, have dropped the assault and battery charges against each other. McBane declined to say why.

McBane, who was suspended from his job by Supt. Arthur Knight for what Knight termed "his own protection," was reinstated by the Board of Education last week.

The Board spent over an hour debating whether to term the action a "temporary suspension" or a "temporary emergency leave," finally deciding to call it the latter.

1. "A Study of Interracial Conflict," Glorianne and Simon Wittes, p.7.

In the school crisis cited, racial conflict had been increasing in intensity since a redistricting brought together two previously segregated suburbs. Yet no steps beyond the actual redistricting had been taken to help the students, parents, school personnel, and other community members accommodate the radically-changed composition. The naive lack of awareness of the great need to effect some minimal understanding between the newly mixed races in the community (the macrocosm) and in the schools (a microcosm) probably was a main determinant in the resulting equation of interracial conflict.

> (News Item) Riverview High School principal John Charles has resigned; another racial incident took place yesterday; another paper's claims of 15 stabbings has been refuted; and the Board of Education turned down Supt. Dr. Arthur Knight's recommendations to ease the crisis at a special Tuesday meeting.

Multileveled Unrest

It has been written, more than occasionally, that the major problems of our society are reflected, as if through a microscope, in our schools and in the lives of our young adults. "Teen-agers are living with the pressure of an unpopular war and draft, with the pain of poverty and the guilt of affluence, with racism's mutual corrosion of black and white people, and with the constraining effects of adult-run bureaucracies. Young people are naturally restive, with their need for change, and increased liberty, and with the society's frequent estrangement from its own young people."[2] Is it any wonder, then, that the problems that are created in our macrosystem, society as a whole, reach a crisis proportion in one of our more prominent microsystems, the school system? We have undergone crises in our school systems, and the probability is high that we will experience even more unrest. Thus, it would seem logical and practical for us to want to develop one or more units in our macrosystem that are capable of intervening in a crisis situation and of utilizing the existing conflict not only to minister to symptoms, but also to confront and constructively deal with underlying causes.

Crisis Intervenors—ECT

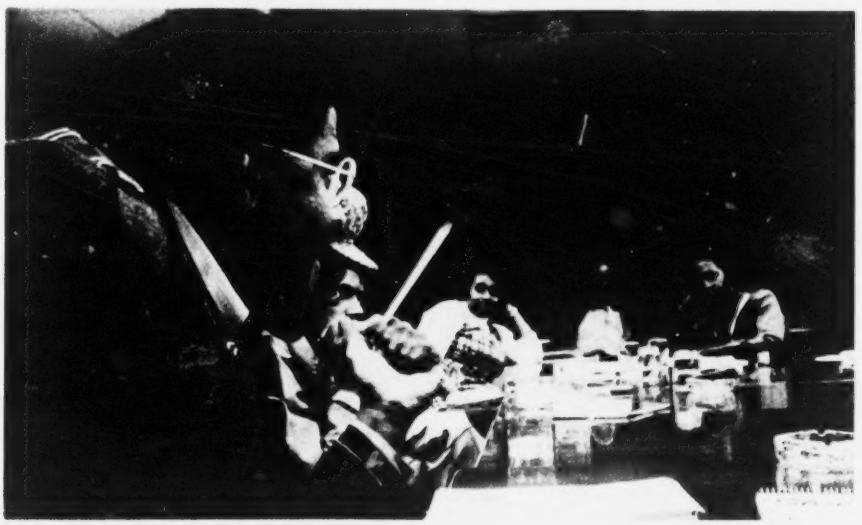
The Educational Change Team (ECT) is one such unit, a national facility with six regional teams. Its goals are (1) to help educators, students, parents, and communities at large respond to the primary causes of conflict and crisis in schools, and (2) to develop and disseminate both immediate and long-range strategies for dealing with serious and pervasive problems. In order to gain a firmer understanding for their work, let's return to the initial example of interracial conflict at Riverview High and follow along as the Team intervened in the crisis.

Steps to a Solution

The first thing the Team did, after accepting the role of intervenor, was to establish a contractual relationship with Riverview High School to guarantee the members of the Team equal access to all involved interest groups. Upon being granted equal access, the Team set out a two fold objective: (1) to diagnose the interaction within and between role groups in the system, i.e., students, faculty, administration, board members, and community members (notably parents), and (2) to train these role group members in diagnosis, negotiations, the art of communication, organizational skills, and advocacy for their own interests as alternatives to violence and destruction. The long-range objective was to help the system utilize its conflict to stimulate badly needed structural reforms.

The initial diagnosis of the system was accomplished through a series of workshops for members of the system's different role groups: students, faculty, administration, board members, and community members. Several areas of concern to the Team were dealt with in the meetings; racism

2. "Student and Administration Crises," Mark A. Chesler, p.34.



and student opression were two of the more important concerns. Team members had each group identify the problems as they perceived them and had group members state their interests in the resolution of these problems. The role group meetings were also used as an opportunity to "tool up" the skills of each group: on negotiation; making decisions; distinguishing between, and considering separately, content and process; looking at power and power bases; handling intimidation; and the like. Various techniques were employed in the process of "tooling up" the skills, including simulations, role playing (role rehearsal and role reversal), video taped feedback, fishbowling, and small theory inputs.

Diagnoses made by Team members of the individual role groups are summarized here:

Students

The students mirrored the tensions and prejudices of their community and, incidentally, seemed to turn their frustrations about irrelevant curricula and mediocre teaching on one another, instead of focusing it on other power bases: the board, administration, faculty, and community members.

They were without organizing skills and models for fostering change—caught in the midst of confusion as to now to react! This lack of skills allowed a naturally more adept administration to allow student frustrations to be played off against one another, rather than against the real causes of their frustrations.

> (News Item) A series of racial disturbances has flared in District Two recently. One more, a fight, took place last week, between whites and blacks.
>
> In Riverview High, meanwhile, three white girls, after being molested by blacks, said they didn't want to return to the school, that the education was inferior and that nothing was being examined in a different light.

Faculty

Faced with a system unwilling and/or unable to supply adequate services, materials, or in-service training, the apathetic faculty was alienated from students, resentful of the administration and board, and distant from the community. The largely white faculty also felt incompetent to deal with an increasing number of black students, who represented different life styles, speech patterns, and educational needs.

> (News Item) As District Two returns to normal, the Black Studies Council, which claims 100 active and 50 inactive members among Riverview students, has presented a list of demands to the Board of Education.
>
> The group, headed by Washington Harris, demands such things as:
>
> The suspension of the teacher involved in the fight with the son of Board Secretary Ralph Johnson, which led to the recent riot.
>
> The employment of a qualified black male counselor at Riverview High. All current counselors are white.
>
> Texts which emphasize the role of the black in American history and culture.
>
> Accredited classes on black culture for both white and black students.
>
> Efforts to recruit more black for the school newspaper and yearbook and other student activities.
>
> The right of blacks to refer to themselves as "blacks."
>
> An additional emphasis on black art, and black literature, with appropriate displays in the schools.
>
> The right to wear African clothing and robes in school by students.
>
> The right of a student to leave a class without asking permission of the teacher.
>
> Supt. Dr. Arthur Knight indicated that a faculty group, organized under terms of the contract with the District Two Education Association, was already studying many of the Black Studies demands. He rejected flatly, however, the last demand that students be allowed to leave class without permission.

Administration

Even with a new superintendent, intent on understanding the educational issues and bringing about some badly needed reforms, the school system was not effectively mobilized. Overriding the superintendent's good intentions were high ego needs for power and status, which resulted in some immediate policy changes, distressful to all role groups, and dismissal of a new and ineffective white high school principal. This latter decision raised the white faculty's racial ire; the pol-

icy changes caused the board members to view the superintendent as usurping their power. The outcome was a superintendent sitting in a vulnerable position, without support from the board, faculty, students, or community.

(News Item) Dr. Arthur Knight, Supt. of District Two since July 1, threatened to resign at last Thursday's Board meeting. "I feel that the Board should start acting as school board members and quit its political maneuvering," he said. "If not, it's time for us to start discussing the termination of my contract."

Dr. Knight was reportedly referring to the on-going warfare between members of the Board who support and oppose the controversial Teachers' Federation backed member, Al Vincente.

Board

The deadly combination of unresolved interracial tensions between the four white and three black board members and the strong indication that most board members were using their positions to build political power bases resulted in the board being unable to make policy decisions that fostered quality education.

(News Item) Richard Chapin has been elected President of the District Two Board of Education in a move voiding the election held two months ago.

The election was held at the request of 3 trustees. The Board had refused to seat Al Vincente, questioning his eligibility to serve.

. . . Chapin had been the choice of many as the only person who could keep the two factions, pro-Vincente and anti-Vincente united.

The board exhibited fiscal irresponsibility when they approved a generous salary contract for teachers; in fact, the district was on the verge of bankruptcy. Their over extension in administrative matters not within their bailiwick was further indication of their educational ineffectiveness.

(News Item) Trustee Al Vincente of the District Two Board of Education raised charges that the recent Riverview High School Student Council elections were rigged. Dr. Arthur Knight, Supt., said he had heard the same rumors and was investigating.

Vincente said that, at an election rally, some candidates were allowed to speak and some weren't. He also said that ballot boxes had been stuffed, he had heard.

(News Item) Dr. Arthur K. Knight has submitted his resignation after only three months on the job as Superintendent of District Two but he admitted the decision was not final.

"The Board has asked to meet with me in executive session and I hope we can iron out our difficulties," Dr. Knight said.

Dr. Knight declined to say why he was resigning, but it is assumed that the reasons are the same as those which compelled his threat to resign at the last meeting. These, reportedly, are irritation with Board warfare between those who support trustee Al Vincente and those who oppose him and concern that individual Board members are circumventing his office in their relationship with teachers and other administrators.

Community

With the aforementioned geographical redistricting and a white militancy originating from an active Ku Klux Klan, the conflict between blacks and whites was played out in the school not only by students but by parents. Two rival parent groups were formed after the school melee, each one competing for the right to police the halls and lobbying for special privileges from "its" representatives on the board. Although the parent groups were designed to maintain order in the schools, they actually focused on power issues and worked actively to elect board representatives partial to their particular interests.

(News Item) District Two Supt. of Schools Dr. Arthur K. Knight withdrew his resignation at Thursday's Board meeting, following a "frank and open discussion" with the Board in a private, executive session. The resignation was withdrawn at the Board's request.

In withdrawing the resignation, Dr. Knight read a statement which said the situation was caused by:

A breakdown of the relationship between the Board and the superintendent, with each unsure of what the other's role should be.

Too little time being spent on the district's educational problems and too much concern with non-educational matters.

Political maneuvering among and between some Board members.

Lack of school policies and procedures. This allegedly refers to accusa-

tions that some Board members have gone around Dr. Knight in their relationships with teachers and other administrators.

Opposing factions of the Board which made it extremely difficult for Dr. Knight to function in a professional manner.

(News Item) The recent student-teacher troubles and subsequent racial rioting which have plagued District Two's Riverview High School, have cost the city more than $8,000 in overtime police pay, Mayor Meyers told the city council Tuesday night.

He said that the problems were the result of an altercation between teachers and a student and was further instigated by a small group of trouble makers who were mainly recent drop outs or expelled students.

Combining Conflicting Voices

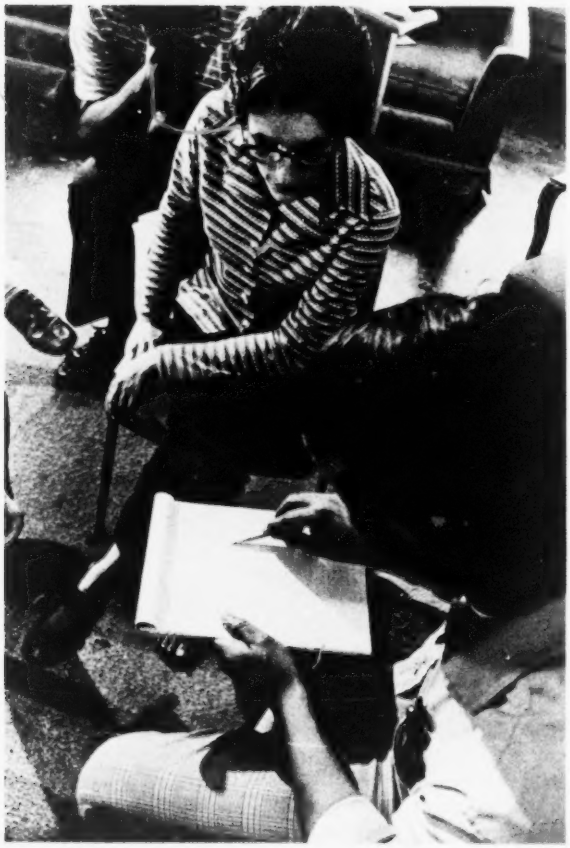
Once the Team knew where each role group was coming from, i.e., what its perceptions and interests in the conflict were, and while they were in the process of tooling up group members' confrontation and negotiation skills, they set about to encourage the separate role groups to define which other groups held similar and which held dissimilar ideas on the conflict. They also advised the role groups to select leaders who would represent them at the bargaining table.

With representatives of each role group at the bargaining table, the Team's first concern was to promote talk about guidelines, rules, and regulations for this period of negotiation among the representatives. (Incidentally, Team awareness includes the premise that establishing a forum for dialogue can, in some cases, be of major benefit in repairing the communication in a system.) Then, upon the role groups' recognition and acceptance of the conflict-as-problem, the agenda began to deal with the issues causing the conflicting interests. Here is where the Team's efforts at refining the negotiating skills of role group members came into play and proved useful.

The existing conflict between role groups was further complicated by conflict within role groups; in this case, the latter was interracial in nature. As a means of dispelling this interracial tension, the Team chose to work with the students in their program of intervention. Why? Because students evidenced a number of criteria for "success." They were available daily; they had indicated an interest in an equitable solution; and they seemed to possess the necessary energy and commitment to produce a desired outcome. In searching for a program of educational significance that would be an integral part of the school, Team members chose a human relations class as their format. The class, designed for three hours of credit, included discussions of black and white consciousness, prejudice, community and school structures, institutional racism, and the functions of organizational power. Class teachers helped to design the class and were given some in-service training in preparation for the teaching. As part of this program, the staff of the project consulted with parents, the principal, and teachers on such matters as curriculum design, human relations training, effective school-community communications, and the application of behavioral science.

Alternative Strategies

Several other suggestions, though not implemented at this time, occurred to Team members. Among them were (1) training in school system analysis and policy-making skills for board mem-



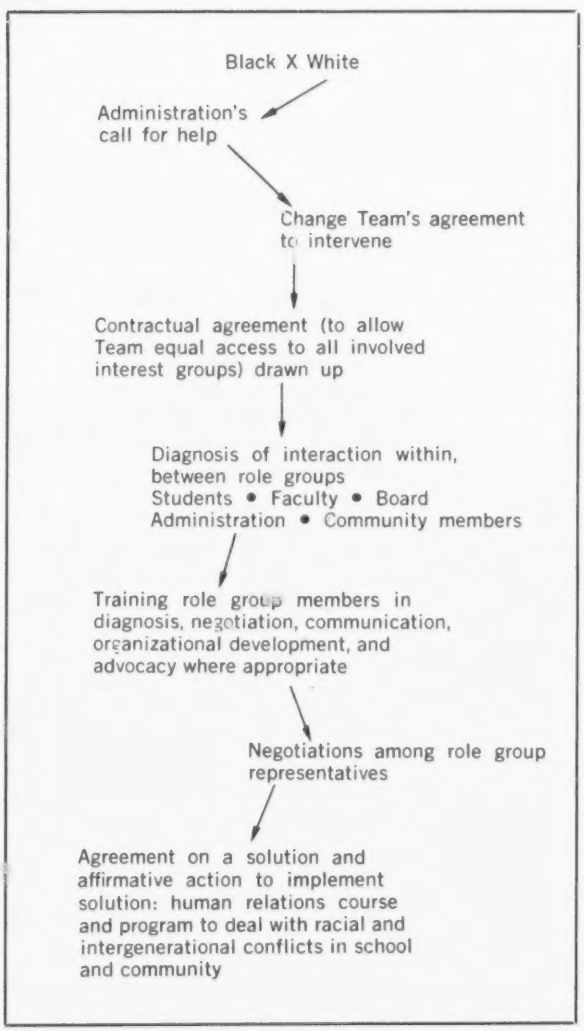
bers; (2) changing the school's form of government to provide students with decision-making power in relevant areas of school life, e.g., curriculum revision, teacher evaluation, promotion, accountability, hiring and firing practices, and various budget allocation; (3) training students in the analysis of systematic power structures, problem solving, and decision-making skills so that they have the ability to implement solutions for problems they see; and (4) establishing an ombudsman, responsible directly to the board of education, with the power to investigate and resolve student grievances. He would respond to and correct the complaints of students caught in a system with no means of redress.

Two other strategies of a preventive rather than a crisis intervention nature, were outlined as well. Since the majority of black and white students came from segregated elementary schools and from communities characterized by racial tension and family norms counter-productive to facilitating interracial contact, a minimum preventive strategy would include desegregation of the elementary schools, combined with in-service training for all school personnel to modify interracial attitudes and behavior.

Another strategy was premised on the fact that most school systems tend to deny the problem of conflict, either within or between role groups. This strategy would consist of a continual on-going analysis of school-community systems to collect information about behaviors and attitudes among existing role groups. Problems would be brought into the open and faced squarely. More important would be the implementation of programs and processes to respond to the problems discovered. It is axiomatic here that in order to bring about change, it is necessary to act on existing momentum. Ideas and plans are reduced in value if they remain untested. Here, efforts to operationalize negotiated decisions paid off in the form of functional solutions to a previously dysfunctional situation.

Retracing ECT's Approach

In retrospect, let's review what steps the Change Team took at Riverview High to convert a critically dysfunctional situation into a de-fused and more potentially functional arena, and thereby see if we can draw up some flexible scheme for use in our own systems. In brief, here was the sequence of events:


Black X White
Administration's call for help
Change Team's agreement to intervene
Contractual agreement (to allow Team equal access to all involved interest groups) drawn up
Diagnosis of interaction within, between role groups
Students • Faculty • Board
Administration • Community members
Training role group members in diagnosis, negotiation, communication, organizational development, and advocacy where appropriate
Negotiations among role group representatives
Agreement on a solution and affirmative action to implement solution: human relations course and program to deal with racial and intergenerational conflicts in school and community

This approach and alternative strategies can be applied to situations in which unresolved conflict erupts.

Implications and Applications for School Personnel

Although we would all like to work on problems in our particular settings in a preventive fashion, many of us are not afforded this luxury. Too often, we have failed to bring about basic structural changes to prevent such crisis situations from occurring. Thus, our course of action becomes a frantic grabbing at curative straws, many of which are hastily conceived. But, in any case, let's look at some positive responses for both immediate and potential issues.

In the Midst

(1) Take a step backward from involvement in the crisis and try to understand ways in which you and other role group members are being threatened.

(2) Stop yourself from merely responding to rhetoric; look for the basic issues underlying the disruption and unrest, from different role groups' perspectives. Consider: what am I willing to risk?

(3) Implement quickly some mixed-status groups for negotiation activities. Look for the self-evident leaders operating in school and community groups. Illuminate the resources available within the school system. Then consider the kinds of outside and consultative resources you will need.

(4) Insure that students legitimately share in the implementation of new policy. If they serve only as a forum for dialoque, hopes and expectations can be raised without the necessary and corresponding implementation to satisfy these hopes and expectations.

(5) Establsh ombudsmen, a mix of teachers and students, as a grievance-handling system to legitimize, screen, and examine problems that surface during the crisis.

(6) Begin some form of negotiation to allow the several groups to present their interests to each other. This helps define issues more concisely and paints a beginning direction for change.

(7) Make a commitment to implement, quickly, agreements that derive from the negotiation sessions.

In the Future

(1) Be aware of an prepared for threats to established interests and acustomed ways of doing things.

(2) Take a hard look at the governance in your school setting. Do all the people affected by decisions have a share in the input for decision-making? How might one reconstitute the decision-making structure to insure that affected parties are represented fairly and are involved in sharing power, e.g., in the hiring and firing of teachers?

(3) Is curriculum relevant to student needs? Do they deal with, for example, adult-student relationships, or with the nature of our American school system, or with issues such as trust and power in the school system? Do they get at the problems of race relations and discrimination?

(4) Look for other non-traditional, professional role models which allow students to be teachers and teachers, students.

(5) Can the curriculum be redesigned in such a way that less emphasis is placed on the amount of time the student is exposed to the material and more emphasis is placed on the student's ability to understand and use the material?

Most importantly, are you willing to risk getting involved in these and similar concerns and changes? Then, are you prepared to determine, through concerted thought and planning, the role you can play in each phase that will ensure most satisfactorily an open, flexible, and functional arena for education?

Network on Educational Unrest (NEU)

The phenomenon of high school unrest has occurred all across our nation—in urban and semi-urban systems; among black, brown, and white students and adults; in impoverished and in affluent communities.

The Network on Educational Unrest is a multi-racial group of consultants. Its goals are to help schools combat racism, to assist in the development of more relevant curricula, and to encourage democratic decision-making by students, teachers, and parents.

NEU is the field-action component of the Educational Change Team, an interdisciplinary group of social and behavioral scientists, educators, and community and school people. The team is engaged in a variety of research and developmental activity in the area of high school disruption and unrest. It is sponsored by the United States Office of Education.

Network on Educational Unrest is headquartered in Ann Arbor and operates through nation-wide regional centers. Centers now exist in Dayton, Miami, San Diego, San Francisco, and Flint, Michigan.

Network centers are providing the following services:

(1) Referral pools responding to requests from school systems and other sectors of communities concerned with problems of school unrest and crisis.

(2) Trained consultants to enter school systems before crisis occurs and work with school personnel, students, and community people on (finding) alternatives to crisis.

(3) Participants in professional conferences to explore issues and to develop new methods of conflict intervention and school change.

Who are the Consultants?

The majority come to the Network as highly-trained and experienced social scientists and educators already functioning in Regional Educational Laboratories, university schools of education, public school systems, and community and state agencies; and as students and parents active in school affairs. All potential consultants receive training and field experience. They have a proven record of field experience, are sensitive to local and national social conditions, are flexible under the pressures of short- and long-range systematic change efforts—above all they are committed to the educative needs of students.

How Network on School Unrest Works

Network regional centers are set up to receive requests for assistance from school systems, teachers, students, and parents. Network centers also share and disseminate information, ideas, and programs with educational policy makers, scholarly groups, educational associations, and school systems who feel the need for improved conditions.

NEU's growing visibility and consequent requests for service indicate that its current program has been significantly helpful to educators and to others concerned about alternatives in schol change.

For information on any of the NEU Regional Centers contact:

Dr. Bunyan Bryant, Director
201 Catherine Street
Ann Arbor, Michigan 48104
(313) 764-1500

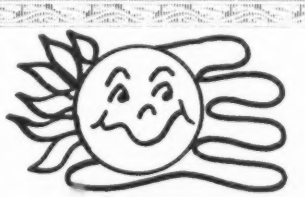
California Plans Preventive Programs

. . Five colleges and universities in the San Francisco Bay Area are exploring ways to improve programs for preparing pupil personnel workers for services to ethnic minority communities. The institutions, known collectively as the California Center Project, are California State College at Hayward (Counseling), San Jose State College (Counseling), San Francisco State College (School Psychology), Stanford University (Counseling), and the University of California at Berkeley (School Social Work). California State College at Hayward is the administrative center for the project.

The colleges are reexamining their credential programs to determine what changes would make them more relevant for that purpose. Each college will coordinate its field program with neighboring school districts in which there are significant minority populations. These school districts will also look for ways of being more effective in dealing with minority group students.

The project began in the summer of 1971, with a workshop designed to begin an intensive, interdisciplinary study of the needs and priorities of the ethnic communities in terms of their relevance to how pupil personnel workers are trained and are employed in the schools.

California Guidance Newsletter
November, 1971



When Spring Comes Can Summer's Impact Be Far Behind?

The fourth issue of **Impact** is scheduled to arrive in your mailbox the first week of July. So, if you receive **Impact** at a school address, remember to leave a forwarding address or check your mailbox.

We're sure you won't want to miss this issue. It presents a synopsis of Gilbert Wrenn's soon to be published book, **The Contemporary Counselor and His World;** a drug education program you can institute; articles on parent effectiveness training, achievement motivation and alternative guidance strategies; plus a special bonus feature of ideas for making the most of your days in the sun.

We hope summer affords you the leisure to read and enjoy **Impact** thoroughly!

searchlight

Relevant Resources in High Interest Areas

Searchlight focuses on identifying and making available relevant resources on topics of current interest to counselors. Each *Searchlight* package contains a bibliographic listing with abstracts and annotations. Citations are taken from three major sources: (1) documents—submitted for inclusion in *Research in Education (RIE)*; (2) journals—selected from over 500 journals screened for the *Current Index to Journals in Education (CIJE)*; and (3) *Dissertation Abstracts International*. Ordering information for the complete documents is included.

Impact searches provide the means for a counselor to obtain an intensive and extensive search of an important area rapidly and at low cost. (Orders for all *Impact* searches are mailed the same day they are received.)

Retrospective Searches

These searches cover materials in *RIE* from November 1966 through June 1971, *CIJE* from January 1969 through June 1971 and *Dissertation Abstracts* from January 1968 through June 1971. Each search costs $1.00.

Listed below are the Retrospective Searches which are now available.

1R School Discipline and Student Rights
2R Counseling the Pregnant Teenager
3R Articulation
4R Counseling for Drug Abuse
5R Counseling for Achievement Motivation
6R Improving Counselor Public Image
7R Program Evaluation and Accountability
8R Parent Counseling
9R Confidentiality
10R Students as Resources

(Content descriptions of the searches listed above can be found in *Impact*, Fall 1971, p.31.)

Demand Searches

These are individually contracted searches and the cost of these searches will be made on an individual basis.

Impact solicits suggestions and ideas for Searchlight and encourages readers to send in nominations.

New Searches

Searchlight announces the following new retrospective searches which are now available:

11R **Counseling the Aging**—Methods of viewing the aging, and the extent to which programs and counselors themselves are effective in contributing to the enrichment of the later years (25 document abstracts retrieved).

12R **Vocational Counseling of Disadvantaged Students**—Guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students (Approximately 50 document abstracts retrieved). This search covers materials through December 1971.

Current Awareness Searches

These are semiannual updates to the Retrospective Searches. The first updated searches cover the time period from July 1971 through December 1971 and are in the same format as the Retrospective Searches. Each search costs $1.00.

The following Current Awareness Searches are now available:

1C1 School Discipline and Student Rights
2C1 Counseling the Pregnant Teenager
3C1 Articulation
4C1 Counseling for Drug Abuse
5C1 Counseling for Achievement Motivation
7C1 Program Evaluation and Accountability
8C1 Parent Counseling
10C1 Students as Resources

(Current Awareness Searches for 6R, 9R, and 11R will be a yearly update due to the small number of applicable documents retrieved in the semiannual update search.)

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feedfore

The regular members of our Feedfore panel were introduced in the last issue of IMPACT. In order to obtain the widest possible expression of opinion, we have decided to poll a portion of our regular council members as well as selected guest contributors for each column, depending on the nature of the area we are exploring.

This issue poses the question: **"What priorities should counselors establish now to improve the practice of counseling over the next five years?"**

It seemed to us that this question ought to be asked not only of panel members but also of school counselors. To this end, we invited responses from two guest participants whose primary function is in the domain of school counseling—Thelma T. Daley and Darrell Hines. Members of our regular panel who were polled this month were Ralph C. Bedell, Edward Joseph Shoben, Jr., Seymour L. Wolfbein, and C. Gilbert Wrenn.

Ms. Daley is Director of Counseling at Overlea High School, Baltimore, Md. She is also the current president of the American School Counselor Association.

Mr. Hines is Director of Pupil Personnel Services at Bellevue High School, Bellevue, Washington. He is President-Elect of the American School Counselor Association.

1. The increasing demand for 'accountability' makes it essential for counselors to be accountable to counseling professionals rather than to administrators lacking a counseling background.

Counselors, although aware through their training and their personal perceptions of what needs to be done, are often hampered by restrictive directives from administrators who sometimes are insensitive to the developmental aspects of their students, not through intention but through lacks in their educational backgrounds. To help remedy this situation, districts should have on their staffs a professional with a strong background in counseling or school psychology—a "school community change agent" who could work with counselors, administrators and members of the community to ascertain community concerns and needs, to help establish legitimate counseling objectives to meet those needs, to help the schools implement those objectives, and to evaluate the outcomes.

2. A basic educational "recycling" is needed which will provide counselors with more human relations training than they currently receive.

The future will see an increasing need for counselors to work harmoniously with those in the schools as well as with those in the community, industry, and education in general. Counselors, as well as administrators and members of the community-at-large, need to be educated to work more effectively together in order to change attitudes in order to provide for the greatest possible student development. Administrators should attend workshops which will train them for more effective teamwork with those they employ, as well as with those who control the educational work world (boards of education and curriculum specialists). Administrators need to learn how to use to better advantage the talents of those with interpersonal skills—namely, the counselors.

3. Changing social conditions call for changing counselor functions.

Secondary schools as well as college counselors must face the reality that all college-bound students do not proceed directly from high school into college, spend whatever time is necessary to earn a diploma, and then graduate into the work world. Counselors must come to feel more comfortable about supporting those students who are college-bound but choose not to enter college immediately following high school, as well as those students who have already entered college but who "stop in and stop out." There are certainly cases in which delayed admission to college would be advisable as well as cases in which temporary "leaves of absence" would be legitimate. Counselors need to feel more at ease with contemporary realities. With an increasing focus on career guidance, it has become readily apparent that most school counselors have little experience with or practical knowledge of job functions. They are unable to offer the kind of gut-level help in career planning that students demand. Counselors should therefore be encouraged, either on their own initiative or as part of their certification, to work at local jobs over the summer or take reality expanding sabbaticals, in order to become sensitive to the practical aspects of career exploration.

4. Counselors must increasingly serve a "mediator role" between differing value systems.

Counselors are currently caught in a "credibility crunch," sandwiched as they are between the demands of the administrators and/or institutional bureaucracy and the needs (or demands) of their clientele. They are being asked by students to advocate changes, both in the school social order and in the curriculum, particularly in the area of "exploration of life styles." Yet, how can they make a case for such changes to the funding institution (the school or district) when the objectives of such changes are often antithetical to those historical perspectives from which the institution operates? Counselors of today—and tomorrow—must serve as instruments of articulation between two often conflicting value systems—between the students and the "established" support group—in an effort to encourage those changes which genuinely show promise of positive gains for both students and institutions.

5. The counselor of tomorrow—even of today—needs to be seen as a person by the students, not merely as a professional.

With the need to "be where students are" and to be where the action is, counselors must expend more energy in getting out of their offices and out from behind their desks. While there has been some movement into the corridors, study halls, lounges and lunchrooms, the trend of the future calls for the counselor to move out of the school entirely and into the neighborhoods from which his students come. He needs to familiarize himself with the area—to see the kinds of homes and stores located there. By becoming more aware of the external social environments in which his students operate, he can gain invaluable insights into their behaviors within the school. In addition, the counselor of tomorrow will not "belong" to students alone—he ought to serve adults as well as students. Counselors should act as consultants to school personnel in helping them understand the students with whom they are working, as well as helping students to understand the adults in their lives. Tomorrow's counselor should serve as an "interpreter" for both students and administrators.

6. Guidance personnel must gird for a life-or-death role confrontation in the 1970's.

The years ahead will bring a role confrontation to guidance personnel particularly to vocational guidance personnel who will have to review their function vis a vis the definition of education, examine their techniques, and work for loosening of the purse strings at all levels of government. If enough people can be convinced to look upon education as the general maturing of the individual which enables him to cope with change, then the public should see more clearly the need for vocational guidance. If, however, the public looks upon education as strictly a 3-R type of venture, then the role of guidance is up for grabs or possible extinction.

7. Counselors of the future must have training in educational finance.

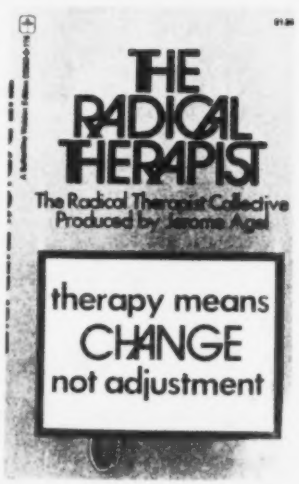
The issue of educational finance is one which counselors have thus far avoided, yet continued avoidance spells "professional disaster." Counselors must be knowledgable on finance as well as child development for two basic reasons. First, recent court decisions on financing education not only calls for repudiation of the property tax which has born the brunt of finance until now, but also spell out the demands for provision of "equal" education. The needs of children, however, are "unequal"—therefore, "equal" depends on understanding how we may provide the best possible education for all children through the comprehension of rates of development. Counselors, with more background in child development than most educational "financiers," are thus in a position to be effective in communicating ways in which the best education can be provided for children with differing needs. Secondly, counselors must understand educational finance because, with the emphasis on the needs for states to provide "quality" education and with the striking down of property tax school financing, the states and federal governments becomes the provider of the bulk of educational needs. Counselors, as child development "experts," should be in a position to know how best to spend this money to ensure "equal" education to all children.

8. Counselors need to be prepared for a shaky job market during the current decade.

The labor force is fast approaching one million persons—one out of three persons in the nation will be in the work force! The enormity of these statistics is overwhelming. The facts themselves will present great problems for the nation—what to do with this vast work force, and how to help them occupy their job and leisure time effectively. Counseling and guidance personnel should encourage us all to ask what are actually the relationships between educational prerequisites and job needs—are we overtraining people for the kinds of jobs that will be available or perhaps emphasizing training which is no longer relevant? Counselors need to know where the jobs of the future are likely to be—one out of six jobs today is located in three out of fifty states—California, Texas and Florida. A changed job market may mean shifting geographical patterns as people are forced to move for employment opportunities. Counselors need to be prepared to work with those who may have to relocate not only jobwise, but area-wise as well.

ATTEND THE IMPACT WORKSHOP JUNE 25-30!

reviews



The Radical Therapist, The Radical Therapist Collective. 292 pages. Produced by Jerome Agel. Baltimore Books, Inc., 101 Fifth Avenue, New York, N.Y. 10003, 1971 edition, 292 pages, price: $1.25.

"Therapy is CHANGE, not adjustment." So *The Radical Therapist* maintains. What kind of change? And just what is *radical* therapy?

Let's start with the latter question. The introduction to this anthology states it best, perhaps, when it says of radical therapy: "It can't be described in six easy rules or five techniques—that's good, because RT is a way of living, not another 'new kind' of therapy that can take its place in the psychotherapy spectrum." Radical therapy endeavors to serve both people and system—but in that order! Rejecting the premise that when "sick" people drop out of society or fall by the wayside, they should be mended and returned to society as it is, radical therapy, on the contrary, operates on the premise that therapy involves a change, in the society that is causing these dropouts and turns us into machines, alienating us from one another and from our work, and binding us into racist, sexist, and elitist practices. Change. Not blind acceptance of the system as it operates today. Change. Looking for people being overrun by a "system" and working to change what, in that system, is causing their dehumanization. Thus, radical therapy is a reordering of the priorities: people and their feelings come first; the "system" gets second billing.

These articles have all appeared in one or another issue of *Radical Therapy*. That they appear again, here, (and in the authors submitted form and style) is a deliberate choice made by the RT Collective to publish in book form, in order to give people across the country a chance to read these articles. Regardless of how the articles are categorized, "Toward a Theory of Radical Therapy," "'Mental Illness' — Old and New," "Women and Men," "Community and Society," or "Further Concerns," they speak to those issues which constitute the development of a therapy that gets to the roots—to the *people* who comprise any "system." They speak to experiences past and to experiences future; to the *how* of incorporating the often deferred human element into the therapeutic setting. Radical therapy *is* a way of living; this anthology can serve as a beginning, only, in making radical therapy a part of our awareness. The crucial decision, then, is whether we choose to radicalize therapy by curing society so individuals won't have to be regarded as "sick."

printout

Mini-Topical Analyses from the ERIC/CAPS Information Bank

A Profile of Campus Activists

Student activism and protest have become a prominent part of American life since the 1964 free speech movement at the Berkeley campus of the University of California. While most of this activism tended to be confined to such elite institutions as Berkeley, Harvard, and Columbia during the early years of the student movement, the passage of time has witnessed the spread of protest to numerous other institutions of higher education across the United States (Bishop and Silverman, 1971). Because of this rapid growth of student activism, the scientific study of student opinion and behavior has become an increasingly important subject matter in itself.

Much of what has been written and said in the public media about the student activist places him in a rather negative light. In reviewing the literature, there seem to be three prevailing models of the student dissenter. One argues that all our troubles with youth stem from the family. This view claims that student radicals generally come from unhappy families and often are products of divorces. They are overindulged and brought up in a permissive environment. Their parents are affluent, addicted to middle class values—they own two cars, take expensive vacations, like to be surrounded by comfort, and have no fundamental quarrel with the conventional values of the society (Kuritz, 1971). Proponents of this model conclude that this family background tends to alienate the child and create a feeling of unhappiness and frustration. The student dissenter expresses his unhappiness by wearing flamboyant clothes and allowing his hair to grow long. Through this model, the activist is identified as being an alienated youth who cops out, seeks "experiences" in drugs, "existential" living and unfettered sex (Kuritz, 1971).

A second model argues that student rebellion comes mainly from those students who simply do not understand the implications of the "Technetronic" society. Such students are humanists and romantics who fear they are being bypassed and that their values are irrelevant to the needs of the technological society. Supporters of this model contend that student rebels who struggle against technology and its implications are really reactionaries and even counter-revolutionaries (Kuritz, 1971).

The third model is much less negative regarding the activist. It places the blame on the materialism that pervades modern society. Proponents of this model believe that this quality is no longer relevant to what is becoming the post industrial society; they do, however, believe it is relevant for the outsiders—those who have not yet been allowed to share in the general affluence. Student dissent represents the efforts of youth to fashion new and revolutionary values more in keeping with the society of the future (Kuritz, 1971).

All three models contain stereotypes about the meaning of student radicalism. Certainly, in any stereotype, there are certain elements of truth. However, recent research evidence has indicated that the student activist is a rather mature, well-adjusted individual. Typical of the research conducted in this area is a study conducted at Ohio Wesleyan University. A personal orientation inventory was given to a group of campus demonstrators and nondemonstrators. The results of this study clearly indicated that the characteristics of those students who are unwilling to quietly accept what they perceive to be injustices and the characteristics which the universities proport to develop in their students bear a close resemblance (Freeman and Brubaker, 1971).

Other studies have focused on the background and personality characteristics of the activist leader. The results of most of these studies indicate that there is relatively little difference in psychological adjustment between the activist leader and the establishment leader. Activist leaders, however, are characterized by their significantly close relationships with parents, friends, and intimates and by their evidence of greater personal autonomy and independent action. Research evidence further indicates that the activist leader is more likely to be older and achieve higher academic goals (Rice, Redding, and Mettel, 1971). An interesting aspect of the activist leader is that although he is more dissatisfied with the status quo, he feels significantly less powerful to influence social and political change than do establishment leaders!

In summary, it appears that the activist student has fallen victim to rather negative sterotyping despite recent research that indicates the student "radical" is in fact, a mature, creative individual. This would suggest that university administrators must begin to reexamine their methods of dealing with these students.

Videotapes and Audiotapes in Counseling

The vivid, realistic and objective nature of taped action has stimulated widespread use of video and audio tape in counseling. These techniques are used to particular advantage in counselor training —to practice possible responses, to generate discussion about a client or incident, to predict the behavior of trainees, to provide direct training, and to diagnose strengths and weaknesses. Tape techniques are also proving valuable in selection of potential counselor trainees for training because they render the task of evaluation more objective and recordings allow for research on the behavior of counselors and clients alike.

The clear provision of evidence of change makes the use of tape a valuable indicator of counseling effectiveness. Frequently, therefore, tapes are made of interviews before and after training, and judges rate the behavior displayed by the counselor with regard to certain selected criteria—for example, verbal reinforcement (Cash, 1971), or level of empathy, positive regard for others, and congruency (Eberlein, 1971). Such use of tape is often designed to test the relative benefits of different training techniques or a combination of techniques in an effort to decide which might be most useful in training.

Feedback by the counselor trainee, his supervisor, and fellow trainees is most effectively elicited using such audiovisual techniques because of their relative immediacy and reproducibility in such lifelike forms. Clients might also profitably use feedback from their own observations and from counselors or fellow group members. The likelihood of bias and unconstructive criticism is reduced using these techniques. Feedback via tape can be used to advantage during and after individual and group interviews and even practicum meetings, allowing for critical analysis of relationships and interactions.

Microcounseling is a "scaled down sample of counseling behavior in which trainees work with volunteer 'clients' in brief counseling interviews in order to acquire specific behaviors" (Kelley, 1971). Typically, the format followed is to videotape an initial diagnostic interaction between client and counselor, followed by training and a review of the tape; a second video interaction follows, which is then reviewed by the counselor-trainee and his advisor.

Stimulation using video and audio tape is valuable in that it provides lifelike environments without the dangers and consequences usually associated with errors or mistakes in judgment (Eberlein, 1971). It is advantageous to stimulate several client behaviors initially until such time as the trainee is sufficiently secure and competent to try out his new feelings and behaviors with real clients, models, standard or coached clients; actors or fellow students can be used in this situation. The trainees may thereby be exposed to a much greater variety of clients and experiences than they would ordinarily encounter, and they can correct their mistakes without fear of damaging a relationship with an actual client.

Based on the consensually validated idea that video and audio tape provide the most effective training in listening, relationship-building and other skills applicable in counseling, many have made tapes of models in counseling sessions; the rationale is to capture the counselor-counselee interactive process so that counselor trainees might learn by example and criticism and thus develop a greater sensitivity. An article by Rimel (1969), for example, discusses the rationale, methods, problems, and results of developing a library of videotaped counseling sessions. The Helping Relation Video Tape (HRVT) (Eberlein, 1971), used to assess level of empathy, has proved useful in training programs as part of the cognitive component of the practicum.

Videotape films recorded on split screens have been used in Interpersonal Process Recall (IPR). Danish and Kagan (1971) developed a series of filmed vignettes where professional actors portray different types of emotions and use a videotape recording of the subjects' reactions to assess their feelings; they found this a realistic, yet safe, technique with great potential for learning.

Experimenter-devised audiotaped programs have been used to great advantage in encouraging physical contact among participants in a treatment group (Ball, 1971), for demonstrating the importance of listening carefully for non-verbal counselee cues in counselor-counselee interchanges (Duetscher, 1969), and to teach confrontation techniques (Quinn, 1971), person perception (Sawatzy & Zingle, 1971), and problem identification (Thayer, 1970).

Attempts have also been made to train clients. Various Therapy Pretraining (VTP), i.e., the precounseling presentation to clients of an audiotape model of clients engaging in self exploratory behavior, was used by Kaufki (1971) and Gainsky (1971). Gainsky, who also exposed his "actual therapy" group to more direct training with the use of taped examples, of illustrative behaviors and with a discussion, found tape effective in orienting clients to their role in the counseling process.

The use of audio and video tape modeling, apart from and in combination with other techniques in effecting desired outcomes, has been tested frequently. Gimmestad (1970) found a combination of videotapes of model counselors and communications exercises successful in emphasizing communi-

cation skills in counselor trainees. Models alone, and especially models plus instruction, were found to surpass the use of instructions alone in effectiveness of teaching interviewing skills in microcounseling (Goldberg, 1970); the detailed, informative, vivid aural "pictures" supplied by models were more powerful in facilitating the transformation of stimuli into meaningful symbolic representation and subsequent action. A similar experiment by Gross (1971) (using videotape) found instructions and sensitivity training as effective as the use of models. Miller's (1971) experiments with videotape demonstrated the effectiveness of modeling, especially in combination with reinforcement, in encouraging the emission of understanding responses.

Videotape has generally proved superior to audiotape, though more costly. While audiotape allows one to identify more because of its lack of definition, videotape has significantly greater effects on motivation (one sees one's potential for growth). Providing, as it does, more relevant material for review—for example, physical appearance, gesticulations, environmental conditions—it allows viewing of the counselor's total personality as manifested in the relationship with the client, rather than just verbal interaction. It increases the possibility of a client-centered focus, the potential for evaluation increasing with increase in recreation. Anxiety increases with the degree of self exposure expected, and hence videotape is more threatening than audiotape; but, the anxiety has been found to yield to enthusiastic acceptance after confrontation with the procedure (Yenawine & Arbuckle, 1971).

Summary: Counselor education, selection of counselor trainees, and research on counselor and client behavior are spheres of activity in which the use of video and audio taping techniques have proved particularly valuable. Because of their immediate availability, lifelike nature and reproducibility, these techniques have been useful as a means of objective evaluation of the effectiveness of certain counseling techniques or behaviors. Of particular advantage is the fact that the counselor trainee can observe his own actions in a more detached manner. Pre and post training paradigms are used frequently, for example, in microcounseling. Simulation, modeling, and the use of taped examples and lectures have considerably broadened, and increased the effectiveness of, counselor training. The more vivid reproductions by videotape have been particularly effective.

A Continuing Battle: Defining Woman's Role

The documents discussing the problems encountered by women in American society continue to increase in number. Though much of the writing in this area continues to take the form of giving opinions and making accusations, a number of the recent documents are definitive research studies and reviews of the literature as it pertains to specific problems women face.

Heilbrum, who has been studying premature, self-initiated defection from counseling, found that dependent girls and independent males were the most likely to defect. He recently developed techniques to prepare the potential defecting female so that she will remain in counseling.

For counselors who are just beginning to explore the conflicts of women as they attempt to meet the demands of the traditional role, modern society, or their own unique sense of self—there are numerous books available.

Bardwick's book, *Psychology of Women*, is especially useful to the research-oriented counselor. She explores women's sexuality, the impact of the pill, role conflict, sex differences in behavior, social influences, child rearing practices, and maternity; her style is one of compassion and humor. *The Female Eunich*, by Germain Greer is also well written and intriguing—presenting a picture and rationale for the emergence of the "new woman." It's the kind of book which should threaten anyone just a little.

A third recent book, *Women's Estate*, by Mitchell attempts to analyze women's liberation as a political movement. While not entirely objective, it should prove to be interesting to the counselor who has much time or is very interested in the subject.

Two special issues of journals also deserve mention: The October, 1971 issue of *American Journal of Orthopsychiatry* and the August, 1971 issue of the *Journal of Marriage and the Family*. In these journals you will find discussions of various critical issues as they confront women in society. Both journals emphasize the impact of the changing roles of women on the family.

To work or not to work, that is the question. American women are told in one magazine that they should work while the next will argue that the greatest rewards are those that come from maternity. The research, like the popular writers, points first in one direction and then in the other. In one study a group of highly professional women will report that they find most of their rewards in the family; in the next, with a similar population, the women report the greatest rewards come from work. Apparently, the women are responding more to how researchers are phrasing questions than to where they find their rewards. Homemakers are apparently doing the same thing. One group will report dissatisfaction and the next fulfillment, yet both groups will be similar in age, age of children, and sociocultural background. It is clear that the problem is more complicated than it appears and until more sophisticated research designs and questionnaires are used, no real answer will be found in the research.

One area, however, where there seems to be agreement is in the male responses to females. Here it is quite clear that the higher a man's self esteem and the more competent he is, the more accepting he is of greater female participa-

tion outside of the traditional role. Only a man having low self esteem apparently needs to treat all women as sex objects. The healthy male is selective about his female relationships and is not threatened if his wife has a mind of her own. Women with higher self esteem were also more selective in their relationships with males.

Materials appropriate for use in vocational counseling with high school girls are now receiving mention in professional literature (Lutes, 1971; Vetter and Sethney, 1971; Balto and Balto, 1971).

Improving the ability of high school counselors to deal with females and their problems is essential; despite an emphasis on the vocational development of women in the counseling literature and despite a general awareness of the changing roles of women and their predicted greater participation in the world of work, female's educational and vocational aspirations remain more limited than those of the male. Female aspirations are more affected by the social class background and are more linked to the expectations of parents, teachers, and peers (Williams, 1971).

Mezzano's article in the *Vocational Guidance Quarterly* is of special concern to counselors. This article describes the counselor sex preferences of secondary school students. In his study of 1,500 students in grades 7 through 12, Mezzano found that age and the nature of the client's concerns were the factors which affected client preference. In grade seven, boys were concerned with educational issues and girls about personal issues; both boys and girls preferred a counselor of the same sex. By grade 12, girls were as concerned with educational problems as were boys, and both males and females preferred a male counselor. Mezzano also found that when the female had a personal problem she preferred a female counselor. In addition to this finding, he suggested that there is a shift toward a preference for a female counselor among male clients concerned with home or family problems as they move from grade 7 to 12.

In this survey of the literature of recent months the most critical and most thoroughly explored area with regard to women has been their level of self esteem, achievement motivation, and need to affiliate (meaning either marriage or the maintenance of some stable relationship with a man). The issues involving maternity and careers are probably the second most highly explored. While it would be difficult to rank other issues in terms of the amount of research being done—research on women is on the increase. For counselors, this means that we will be seeing more studies using research to develop practical techniques for dealing with females more effectively—and "dealing with females more effectively," for most of the writers in the area, seems to mean "preparing the female for the world of work." The battle about the appropriateness of this goal continues, but it is superficial, for the direction seems to be predetermined. Good or bad, right or wrong—the girl in the future will be working. The more basic issue now, and one which is not very well documented is: Will she be working in addition to functioning within the traditional role, or will there be an entirely new image of sex appropriate behavior?

(For references look under Printout heading in Bibliography)

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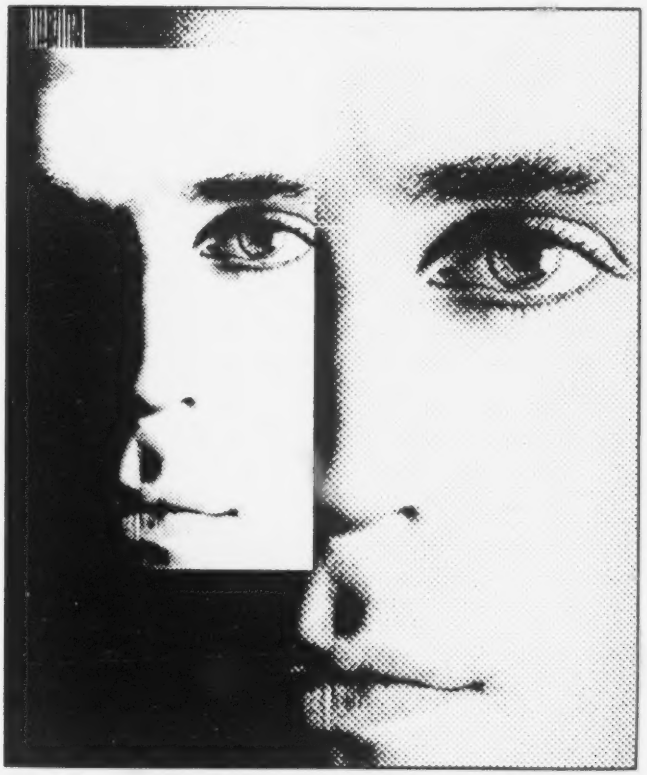
Would You Like a Regional Impact Workshop?

As you probably know, several **Impact** Workshops have been designed for this year. Our first workshop on Career Guidance was well received and well attended. However, we received several letters from counselors throughout the country indicating that although they wanted to attend the workshop, they were too far away to come to Ann Arbor. Why, they wanted to know, couldn't these **Impact** Workshops be held on a regional basis so more interested people could attend?

This interest led us to consider the possibility of working with groups throughout the country to develop ways of offering **Impact** Workshops in other geographic regions. We might say, "have resources, will travel." We think that it is quite possible to work with groups utilizing **Impact** Workshop materials in combination with local area expertise to develop "impactful" workshops throughout the country. We would like to provide this opportunity if **Impact** readers feel that there is need, interest and support for this idea.

Any individuals and/or institutions which are interested in jointly sponsoring an **Impact** Workshop in their local area are encouraged to write us at: **Impact**/Workshop, P.O. Box 635, Ann Arbor, Mich. 48107, or call us at ERIC/CAPS. Telephone: (313) 764-9492.

Support Personnel Expand the Ranks of Helping Professionals



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What Are Support Personnel?

Guidance or pupil personnel aides—officially called support personnel—are emerging as one answer to the problem of high counselor/counselee ratios, which are still far from the professionally recommended levels.

Support personnel can conduct structured group guidance sessions, dig out and disseminate useful school or career information, compile and analyze data, act as group observers or recorders, or help counselees make contact with a referral agency.

They can put counselees at ease, provide follow-up support to former counselees, administer and profile tests, and—in some situations—act as counselors.

They also can help free the counselor from many daily, even petty, tasks that sap his energy and prevent him from doing the higher level work he is prepared to do and ethically bound to do.

These new contingent members of the counseling profession occupy a "middle level" of educational work--ranking somewhere between the professional counselor and his secretarial and volunteer help (who have no formal guidance preparation but who develop insights and knowledge through experience and intuition). Their training includes specific guidance-related concepts, information and skills, and personal development activities, but falls far short of the investment in preparation made by professional counselors.

Their jobs are precisely what the name "support person" or "counselor assistant" implies—they aid counselors in some of the more routine activities of their professional work. But they work only under the supervision of a professional and do not assume full professional judgment or responsibility for their work. Their salaries vary widely according to their experience and level of training; however, a recent survey of on-the-job support personnel in schools (Salim, 1969) found about half of them to be at or near the minimum wage. The other half are spread out above that to over $5.00 per hour. Even this upper rate is lamentably small considering the high caliber of work performed by many of them, the fact that many have college level preparation, and the great discrepancy between theirs and the professionals' salaries. Most support personnel presently working in education settings are in urban or suburban schools, and are clustered in relatively few school districts. Support personnel have not been accepted in higher education student services as fast as in the schools, but there is a trend toward using them in junior college student personnel centers. A training program at Alfred Agricultural and Training Institute in New York State is being developed exclusively for support personnel in various student services offices in higher education.

How Support Personnel Developed

Guidance and pupil personnel assistants have been on the scene since the manpower and anti-poverty legislation of early 1960's. The United States Department of Labor moved quickly into the field when it anticipated the great workload coming upon the Employment Service, especially with its then-new Youth Opportunity Centers. Special 8 to 10 week training programs were arranged through a number of universities to train almost 2,000 individuals for assignments in these centers. A battle was waged between numerous personnel workers and educators at the time. Some were opposed to the use of support personnel, charging that this was a violation of professional training standards and that the strictly professional (to them) activity of counseling would be carried out by non-professional personnel regardless of how their roles were described. Others recognized the limitations in standard counseling practices and saw the overloads on counselors; they took an optimistic view toward the use of support personnel. Since then, training programs have been developed all over the country through a variety of channels. These include human services programs in two-year colleges, vocational education programs of local or intermediate school districts (such as the Boards of Cooperative Educational Services in New York State), regional supplementary educational center offerings, specially funded U.S. Office of Education projects (such as training institutes under the Educational Professions Development Act) and contract programs with university counselor education personnel.

Who Are Support Personnel?

Presently there are no more than a few hundred support personnel working in guidance or other pupil personnel and student services offices around the country. Former teachers and secretaries, and women whose children are now in school and are re-entering the work force, make up the greatest number of this group. But wherever a training program has been set up, it has had many applicants.

Support personnel can come from a wide variety of backgrounds. Presently almost all are women, but there is nothing specifically about the work that makes it so. Sometimes, however, the job is described as primarily clerical; this and the low pay, which is a disadvantage for a principal wage-earner, make it less desirable for men. Often a secretary in a guidance or other pupil personnel office is recognized for her human relations capabilities, and the support position is offered to her.

Some support personnel, especially in upper socioeconomic suburban areas, have college degrees and may be former teachers. In inner city areas they are likely to be black or Puerto Rican and come from the poverty culture themselves. In areas where a second language is required, bilingual support personnel may be hired to help professional personnel workers who do not speak the second language.

The support person, then, often represents the community values and educational hopes of his or her own neighborhood. Sometimes, in fact, he is used as an interpreter of the community to the school; or in reverse, he may help local residents to understand what the school and its pupil personnel services are doing. Where professional counselors are likely to be "taken in" by clients, or where they are concerned that their services will be misunderstood, an aide is needed who can bal-

ance his allegiance to the community with his commitment to what the school stands for and how it operates.

Selection and Training

Since support personnel are most commonly selected from a non-professionally educated population and are chosen in terms of what actual services they can perform, they are often employed more on the basis of personality attributes such as warmth and sensitivity than on test scores or academic credits. Little imagination has been shown in the literature to date regarding recruitment of support personnel. Rather stereotyped methods, such as use of printed brochures and selection interviews, have been used. Too often, counselors—the persons who will work with, use, and supervise the new personnel—are not consulted either in the development of the job or in the selection process itself.

Training is sometimes set up specifically for a certain kind of support personnel, especially when the trainees will be used by a school or college within its own programs. But when training is offered by outside agencies such as human services programs in junior colleges, preparation of several kinds of aides often goes on at the same time. In the regional supplementary education center in Syracuse, New York, teacher aides, learning resource center aides, and others including guidance support personnel began training together with the presentation of a group orientation and the introduction of general human services concepts were introduced. Later, field placements were made according to the type of job for which each was hired. Trainees in the human services program at Monroe Community College in Rochester, New York are placed in field agencies almost from the start of their program, in order to show them the importance of their total life experiences.

One of the big concerns in training support personnel is the blending of their work into ongoing counseling and student services. A program sponsored by Oregon State University focused directly on this by having school counselors, their principals, and their support personnel all participate in training as a team. Both classroom and field experiences were provided, followed by a year of in-service training. Each team was involved in redefining its role in an effort to work more effectively as an entity, and in actual work projects to develop cooperative skills among team members.

In a completely different type of training, counselors in elementary schools in Deerfield, Illinois set up prerequisites such as a bachelor's degree, teaching certificate, and three graduate level guidance courses for their aide trainees (Carlson, Cavins, and Dinkmeyer, 1969). Persons meeting these criteria were chosen with the deliberate intent of affording them entry into professional counseling, if they aspired to that. Given such a solid school-based background, much of the training was carried on in a supervised school setting.

Near the other end of the qualifications continuum was a three-week summer program at Amherst-Pelham Junior High School in Massachusetts (Leland and Others, 1969) in which no formal education requirements were established; trainees were selected subject only to their having a position as an aide waiting for them following training. The program focused on specific clerical, human relations and guidance office skills, the attainment of which was checked against a list of proficiencies considered to be important to guidance aide work.

Up the Down Ladder

To date, support personnel jobs have been set up primarily as single-level positions with no clear chance for advancement to higher levels of responsibility or arrangement for systematic pay increases. Available literature, however, makes a strong case for development of a full career ladder, wherein support personnel can advance as they gain experience and seniority, and as they prove themselves capable of handling more responsibility. The argument advanced for a career ladder approach is that people look for upward mobility, and would stagnate if frozen in a closed end job. A few even propose that a support person should be able to advance to a counselor's or personnel worker's position. But most do not suggest that experience or years on the job alone are enough; they expect the full educational process of graduate-level work if a support person wants to become certified or to practice as a professional counselor.

For many support personnel the job offers one of the few real ways to get into the human helping services. Many would like to become professionals but feel that they never had the chance and now are too old, or that professional preparation programs are too long and expensive. Many support personnel originally took jobs in the schools to be close to the human relations action. Thus, they are personally fulfilled—and utilized—as support personnel.

How Counselors and Students View Support People

As the corps of guidance and student personnel aides in schools and colleges grows, the issue of acceptance by the counselor and by the pupils they serve arises. A national survey of school counselors showed that they were quite eager to use these new helpers (Zimpfer, 1969). Some were glad for relief from routine duties, some saw support personnel as an "entree" to certain counselees or groups and others were eager to be free to try out new roles for themselves. Some counselors have hesitated, on the ground that other personnel such as clerical help are needed first, or that support persons would cause a dilution of the professional

role and lowered standards of practice. Counselors in urban schools, and those at the secondary level, seem particularly receptive, seeing support personnel, among other things, as a potential source of helping in testing programs. Virtually the whole range of support personnel duties suggested by APGA in 1966 is endorsed by counselors in schools (APGA Professional Preparation and Standards Committee, 1967).

Among student counselees, there seems to be little resistance to support personnel. The various studies of the effectiveness of these relatively briefly trained helpers show that they can perform a wide variety of counselor duties. Some carefully selected and trained support persons have even performed as counselors, and with much apparent success. A recent study of patients' reactions to physician's assistants showed that the only resistance came from the disadvantaged, who suspected they were being given second-rate medical care, and from the well educated and wealthy. However, no such pattern has yet appeared in counselor use of support personnel.

Strengthening Support Programs

Finding counselors who have the necessary supervisory and personnel management skills to work with support personnel is crucial. Training for these competencies is not usually included in counselor preparation programs, nor are counselors accustomed to devoting their professional time to training support people. Would-be supervising counselors should seek to develop knowledge and skills in these areas.

Thoughtful orientation and supervision are critical elements if use of support personnel is to be successful. There are numerous dangers to their survival and development. Generally, a support person has never experienced the school atmosphere from the professional's viewpoint, nor is he aware of current educational goals, curricula, or methods. Often, his role is undefined and ambiguous, as is his relationship with the counselor who is also experiencing a new role. If the support person's socioeconomic background differs from that of people in the school or college, his differences in values, ways of offering help, personal habits or speech may interfere with his performance. If he has been forced to fend for himself all of his life, unwillingness to ask for help when needed or harsh rejection of clients in trouble can result. If the support person has problems similar to a client's and has not managed to control these, he can overidentify with the client, thus losing his objectivity and effectiveness.

Counselors would do well to sharpen their counseling skills for use with their own support personnel. They should be urged to include support personnel in planning sessions, in order to give them a sense of being trusted and involved. Instruction, feedback, and encouragement are needed on a regular basis. The first few weeks of a support person's employment have been found to be especially crucial in setting the tone for the whole relationship and in determining the rise or fall of the position and the person who fills it.

What Status for Support Personnel?

Another problem, still to be faced, is the legal and professional status of support personnel in guidance and student services. No state, as yet, has adopted support personnel certification procedures. The rapid increase in use of aides and the varied duties they perform has made it almost impossible to pass legislation regarding support personnel. Several states classify support personnel under civil service regulations. At present, the most applicable legislation appears to be teacher aide laws, such as the Instructional Aide Act passed in California in 1968 (and in 9 other states by 1969). Such laws have various provisions: they grant the aide the right to practice certain limited teacher functions under minimal supervision, the teacher being available but not necessarily in actual attendance; or they protect the teacher by disallowing an increase in teaching load upon hiring of support personnel; one (Wyoming), unfortunately, specifies that aides may not become involved in the instructional process per se.

The question of responsibility is a major legal issue. Support personnel roles are not clearly defined. And, in the absence of consistent or definitive legislation, a decision about the kinds or degree of responsibility to be delegated to support personnel remains elusive. The solution is not nearly as simple as with nurses or other professionals, whose credentials and licensing are quite well delineated. As long as the courts, parents, and the professional himself consider the education of the child to be the professional's responsibility, the professional must work out with his administrator what the relationship between himself and his support person will be as well as the responsibilities which each may assume.

No professional organization currently speaks for the special interests of support personnel. APGA has been urged to do this. At the local level, support personnel crave unity; they tend to band together for their own collective negotiations until the time when student personnel workers or counselors "adopt" them and give them direct support.

Closing the Gap in Training and Use

An observation too frequently made is that support personnel are overtrained and underutilized. This is especially true if they are prepared in relatively well organized programs focusing on human relationships and face-to-face contacts with clients; their talents should not be squandered on tedious clerical work. If training is done on the job, it should be carefully conceived and nourished, so as not to result in assignment of support personnel to relatively minor, low-level tasks that re-

quire little instruction and supervision and which are calculated not to interfere with the professional's established routine. The findings of the regional supplementary educational center in Syracuse, New York, should be instructive on this point: among the four reported reasons for noncontinuance of its own trained support personnel was the refusal of schools to use them in the duties for which they were trained.

Guidelines for Counselors

Inasmuch as current programs show a wide variety of uses for support personnel and standardization of their functions is not yet possible, the decision to employ aides must really be preceded by a careful study of the guidance, counseling, and student services needs in the local school or college, and the activities and staffing required to meet those needs. This investigation phase should properly include administrators, counselors, teaching faculty, and ideally students and community representatives. In this way, program deficiencies and or new horizons can be discovered which might well be fulfilled by specially designated support personnel or by counselors who can be freed to develop new service areas. A tentative job description can be developed which will provide initial structure for both the support person and his supervising counselor. As the support person matures on the job and as he works cooperatively with his supervisor, both his work activities and those of the counselor may change, offering them an ever-expanding vista of responsibilities and opportunities. A working trust in the worth and effectiveness of support personnel will lead counselors to re-examine old functions and the typical ways of performing them, and to consider new ways to capitalize on their professional training.

Support personnel positions may be filled by males or females, black or white, older or younger, upper or lower class. The ideal situation would open up the widest possible population for recruitment activity, unless some specific limitation is needed to fit a specific role. It is inconsistent with the beliefs of personnel workers regarding human dignity to write up or advertise a job with irrelevant bias based on age, education, sex, or race.

Aside from training for specific tasks or skills, the counselor must be alert to his supervisory role. Careful attention during the orientation weeks to the needs, concerns, and doubts of new support personnel will do much to relieve tension, forestall a sense of failure or bewilderment, and provide welcome encouragement. Support personnel typically are unfamiliar with current educational philosophy and practices, and do not understand the workings of institutional bureaucracy. Another area for early help for support personnel concerns confidentiality. Since the job requires access to written records and often to student self revelations, supervision in the handling of and communication about personal material must be provided.

Experience suggests that support personnel be included directly in planning and evaluating programs and services along with the professional staff. In no other comparable way can the sense of trust and teamwork be communicated. Regularly scheduled conferences to explore frustrations and possible conflicts in staff relationships are very much in order.

Finally, the counselor who "takes on" support personnel must examine himself. When his professional practice is altered and former work tasks are to be given up, especially if the new employee is not fully credentialed in the best academic tradition, it is understandable that a counselor may feel unseated, unsure of his future role, and even increasingly hostile to seeming encroachment by a support person. This change and reorientation comes slowly, even painfully. The counselor is urged to seek consultative help to develop his supervisory skills, to develop a team spirit, and to face new horizons of professional practice more comfortably.

This brings to light a final suggestion. A support person needs a single supervisor to whom he can report and whom he can utilize as his guide. The New York State Education Department has suggested a general position called pupil personnel services auxiliary, who would circulate among several offices and functions. While creation of such a job may be easier to justify than a more specialized one, it behooves the employer to recognize the role confusion this can cause the support personnel. Granting that such an assignment is possible, the need for a close working relationship with one supervisor, regardless of the tasks performed or the places in which the support person works cannot be overly stressed.

Support personnel can be a threat to a professional's status and personal security, or they can be the answer to his prayer for help and for freedom to try other things. Judging from the response of clients and counselors, and from the rapid rise in human services training programs, support persons will soon be common in guidance and personnel work.

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JOURNALS AND NEWSLETTERS

Know, Inc. is a nonprofit corporation founded in the fall of 1969 by Pittsburgh feminists who believed that a revolution is impossible without a press—so they went out and bought one!
They print and sell original articles, reprints, feminist journals and books, and a monthly publication, "Know News." Write for a price list of publications. Women's Free Press, Know, Inc., Box 10197, Pittsburgh, Pa. 15232.

Motivation Quarterly deals with the "problems and potentialities of human motivation."
Free from Jack Frymier, College of Education, Ohio State University, 29 West Woodruff Ave., Columbus, Ohio 43210.

Periodically
A free newsletter for teachers of psychology especially at the precollege level. Published monthly, September-May, the newsletter has film notes, news, and evaluations of teaching materials. From APA Clearinghouse on Precollege Psychology, 1200 17th St. N. W., Washington, D. C. 20036.

REPORTS

The fifth annual summary of "Research on the Transition from High School to College" focuses on four areas: (1) the black student, (2) the female student, (3) community and junior colleges, and (4) prediction of college student achievement. A bibliography identifies 71 studies on this topic.
College Board Review, Fall, 1971. College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019. Single copy $1.00; subscription $2.00.

BOOKS

Guidance for Urban Disadvantaged Youth, Edmond C. Hallberg, editor. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009. 1971. 243 pp. $3.00. The third in the APGA Reprint Series presents selected articles on the broad spectrum of counseling services for the disadvantaged urban population. Selections are organized in four areas: learning capacity and educational opportunity, aspects of counseling, the impact of testing, and vocational and career guidance. The editor's intent is to promote understanding of cultural differences, and to encourage consequent adaptation of guidance programs.

Radical Lifestyles
by Claudia Dreifus. Lancer Contempora Books, 1560 Broadway, New York, N. Y. 10036. $1.50. Gives six living examples of men and women who turned their back on "robot living."

The Black Frontier
Arthur Cromwell Jr., editor. Great Plains National ITV Library, University of Nebraska, Lincoln, Nebraska, $2.00 (quantity discount price). Deals with the black man in mid-America from the 1500's to the close of the 19th century. The book contains more than 100 pages, is profusely illustrated with photographs and historical art, and features an extensive bibliography.

The Angel Inside Went Sour by Esther Rothman. David McKay Co., Inc., 1971. $7.95. A compassionate, strongly opinionated account of a woman's ten years spent running P. S. 8, The Livingston School, New York City's only public day school devoted to troubled teenage girls who can't be contained in a regular high school. The authoress speaks out passionately—but humorously—against the lack of understanding on the part of the many people and institutions perpetuating injustices against such girls. Particularly helpful for those in the fields of education and psychology, this book is provocative for anyone who cares about people and where today's world is going.

The Courage to Change: New Directions for Career Education edited by Roman C. Pucinski and Sharlene Pearlman Hirsch. Prentice-Hall, Inc., 1971. 207 pp. $6.95. A critical analysis of various questions raised with regard to the place of career development programs in the schools, this book is edited by two authors who were directly involved in the fight for the Vocational Education Amendments Act of 1968. The contributors to the book were also instrumental in effecting the amendments, having testified during the hearings, or evaluated or initiated programs funded by the legislation. The standpoint adopted is that the entire educational system is obsolete, and needs to incorporate Deweyan principles—where learner attitudes and feelings, as well as intellect, are combined with a Gestalt perspective of the world of work, and discrete job-skill training. The aid of not only members of the profession, but also that of the public, is sought.

Two, Four, Six, Eight, When You Gonna Integrate? by Frank A. Petroni and Ernest A. Hirsch with C. Lillian Petroni. Behavioral Publications, 1970. 258 pp. $9.95. This most unusual and lively book is comprised almost entirely of interviews of adolescents at the integrated "Plains High School," regarding race relations. Instead of talking only about the dynamics of intergroup relations, the authors respond to the students' mandate to "tell it like it is." Interpretations regarding motivations, reasons, group processes and social trends are, however, offered periodically, and the final chapter draws together all the information and opinions gathered as part of an effort to understand attitudes and hence plan means of making life at the school more pleasant and rewarding. A composite series of case studies which can be read profitably by any thinking person.

The Authentic Counselor by John J. Pietrofesa, George E. Leonard, and William Van Hoose. Rand McNally Co., 1971. 208 pp. $3.95. A practical book devoted to the principle of counselor growth in encounters with counselees, without particular regard to specific schools of thought. The therapeutic, i.e., facilitative encounter or relationship between two individuals is the focus. Genuineness being stressed at all times in spite of the numerous associated problems, is also discussed in the text. This "how to" book is of value to students of counseling processes and techniques and especially to those in counseling practicum. Practitioners might also appreciate the advice and informational resources on counseling presented.

The Minority Student on the Campus: Expectations and Possibilities edited by Robert A. Altman and Patricia O. Snyder. Center for Research and Development in Higher Education, University of California, Berkeley, and Western Interstate Commission for Higher Education, Drawer P, Boulder, Colorado 80302, 1970. 219 pp. $3.50. A collection of papers on non-white minority groups in the United States, presented at the Twelfth Annual College and University Self-Study Institute at the University of California, Berkeley. This institute was designed to provide a forum for researchers and practitioners in higher education to discuss the major issues confronting colleges and universities, and cooperatively to seek solutions to the problems currently challenging members of the academic community. These articles, which highlight the unmatched sense of urgency of the minority issue in the spectrum of issues confronting colleges today, are controversial, and represent personal perspective as well as objective research and impersonal fact. Though intended primarily for college and university administrators, these papers provide an opportunity for the numerous parties interested in the struggle for a more humane and just society to increase their knowledge of the minority students' perspectives and expectations of the white college campus—as well as to explore the immediate and long-range problems, implications, and possibilities of special minority education programs.

Changing Children's Behavior by John D. Krumboltz, and Helen Brandhorst Krumboltz. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972. 250 pp. Written for anyone who wants to help prepare young people for the years ahead, this book challenges advocates of both permissive and authoritarian approaches. It emphasizes that both desirable and undesirable behavior are learned, and outlines essential principles to teach children how to substitute one for the other. Actual case studies illustrate each principle. Indexed for easy accessibility, over 150 specific examples include experiences with refusing drugs, overcoming sulking, stopping temper tantrums, developing teamwork, etc. The principles examined are helpful not only for teachers and parents, but also for psychologists, school counselors and administrators, psychiatrists, physicians, ministers, grandparents, babysitters—in short, anyone who wants to help young people learn more effective ways of behaving.

Education and Jobs: The Great Training Robbery by Ivar Berg. Praeger Publishers for the Center for Urban Education, 1970. 194 pp. $7.50. This work critically examines the premise that more education is the answer to the nation's employment problems. Research often indicates that, as a nation, we are actually overeducating many groups among our population so that people are actually underemployed for the skills they possess. With so many people functioning at levels below their abilities, it is necessary to review our push for more education. A book helps to illuminate large numbers of important issues although forced to bypass others, this volume provides the reader with rich fare. In attacking the hallowed beliefs of statesmen, employers, economists, and educators, Dr. Berg has let in new light with scholarly acumen, stylistic grace, and a sense of humor.

Law as an Agent of Delinquency Prevention by Ted Rubin. U.S. Department of Health, Education and Welfare, Youth Development and Delinquency Prevention Administration, 1971. Available from U.S. Govt. Printing Office, Washington, D. C. 20402, 35c. An expert in the juvenile justice system presents a cogent blueprint for utilizing the law as a primary agent to help prevent delinquency. Although aimed primarily at California officials, for which these remarks were originally prepared (1970 California Conference on Prevention Strategy), these comments are of national significance. Discussed are such topics as diversion from the juvenile justice system, revision of juvenile court law, and education in the law for youth. This critique of the juvenile justice system should serve as a positive stimulus for discussion and possible change.

Selective Service and American Society by Roger W. Little. Ed., Russell Sage Foundation, 1971. $7.50. Starting from the premise that some system of conscription is still needed to maintain effective military manpower levels, this volume makes an analysis of the recruiting services, the makeup and attitudes of those who serve on local draft boards, the criteria for deferment or rejection from service, and the application of the principle of universality in present draft laws. Explored, also, is the position of the Negro in the military, and the fact that he is more apt to consider the draft "fair" than his white counterparts. The final point made in the book is that, as long as conscription is required, a democratic society must answer the question why **all** who are qualified cannot serve if **some** must serve.

Children's Series on Psychologically Relevant Themes by Joan Fassler and Terry Berger. Behavioral Publications, Inc., N.Y., 1971. $3.95. This delightful illustrated series is designed for children or for use with young children, to help them, and the adults in their lives, learn to cope with some of the "bugaboos" of childhood. Individual titles include: **All Alone With Daddy; The Man of the House; One Little Girl; My Grandfather Died Today; The Boy with a Problem; Don't Worry Dear;** and **I Have Feelings.**

The Middle Generation by Rose N. Franzblau. Holt, Rinehart and Winston, 1971. 234 pp. $5.95. Caught between still living parents and children of their own, either married or still at home, today's "middle generation" face problems which no one seems willing to acknowledge or to help them solve. There are jealousies, role reversals, and alignments between grandparents and grandchildren against the parents. There are problems arising from having several generations living in the same house, often as much as 60 years apart in age. There are problems between husband and wife when they find themselves, after many years, alone together. This book presents these concerns, culled from real-life situations, and seeks to offer helpful suggestions for coping with problems of intergenerational relations.

Voices of the New Feminism by Mary Lou Thompson. Ed. Beacon Press, 1971. $5.95. Presents a sampling from leading advocates for The Movement, covering fields such as law, politics, labor, education, and the church. Although intensely feminist, the concerns in this book have meaning for both sexes, for "male emancipation" is inherent in The Movement. This book should be of value to schools and libraries, both public and academic.

Drugs: For and Against by Harold H. Hart. Ed. Hart Publishing Company, 1971. $7.50. This compilation of twelve essays, prepared specifically for this book, provides a rich array of sober and thought provoking writings by physicians and psychologists who have had extensive contact with drug users. Their direct experiences provide the reader with helpful insight into the use of drugs.

RESOURCES

Factory. Filmakers Library, 290 West End Ave., New York, N.Y. 10023. B&W, 56 min., rental $40; sale $225. FACTORY documents the boredom and alienation of the factory worker. The workers at the wedding ring factory are united only by a sense of futility and the weekly paycheck which enables them to survive. The film is filled with sharp irony and a sense of tragedy and frustration. Excellent for use on a "career day" or with students who are likely to find themselves faced with a "factory" in their future.

Un Garcon Plein D'Avenir. Films Inc., 1144 Wilmette Ave., Wilmette, Ill. 60091. 7 min., color, animation by Peter Foldes. Foldes' images are fresh and powerful and tend to captivate many viewers, even those who are "tired" of other animated films. This film deals with war and aggression. Man is a child who devours his mother, a merciless killer before a screaming crowd in an arena, a warrior who receives medals for his killing and still a human being who can be moved to tears by music. The ending is tragic; no simple "liberal" message is found in Foldes' work.

The Careening of America: Or How To Talk Back To Your Corporate State. An excellent article by Nicholas Johnson of the FCC. The article can be useful in high school or college media courses. Free from author—1919 M St. NW, Washington, D.C. 20554. Ask about other print material also available from the same office.

Foundation for Changes has free print material on minority groups for teachers in grades 6-12 available in any quantity. They have 8 leaflets, one each on minorities and the news media, police, jobs, courts, famous black Americans, Puerto Ricans, and chicanos. Write for free single copies then order the ones you can use in classroom quantities; all you pay is parcel post for the bulk orders. They also have a free mailing list. 1619 Broadway, New York, N.Y., 10019. Phone (212) 765-2074.

We want to help mental patients' liberation fronts or insane liberation fronts get going. Such groups exist in Baltimore and New York. If you have begun one in your area let us know. If you want to start one, write Mental Patients' Liberation Front, 137-A West 14th St., New York. Perhaps they can help you get it together.

Occupational Manpower and Training Needs. For 232 white collar, blue collar, and service jobs, the number of workers needed by 1980 is contrasted with those trained. Ways of using these occupational projections are suggested to assist in training program plans. U.S. Department of Labor, Bureau of Labor Statistics, Regional Office, 341 Ninth Avenue, New York, N. Y. 10001. 75c.

Regulations and Procedures Governing Selective Service Classification, Deferments and Appeals, and Order of Call for Induction. Scientific Manpower Commission, 2101 Constitution Avenue, NW, Washington, D. C. 20418, 50c quantity prices.

How to Put Out a Community Newspaper might give you some ideas for expanding the concept of a "school" paper into one serving the larger school community. Since almost no one takes school papers seriously, why not think bigger? The guide is free from Organizers Library Services, SCEF, 3210 Broadway, Louisville, Ky. 40211.

Akwesasne Notes a paper published by Mohawks designed to increase public awareness of the situation of native Americans. The paper is free but donations are appreciated from Mohawk Nation, c/o Rooseveltown, N.Y. 13683.

Black History: Lost Stolen or Strayed? is a one-hour film available for free loan from Tribune Films, 38 West 32nd St., New York, N.Y. 10001. Heavy Booking.

A new series of 15 films designed to assist the high school and junior college instructor in helping students decide on an occupation is available from Audiovisual Instruction. Each film explores a particular field, such as the automotive trades, and presents information on numerous related jobs. The type of work involved, skills necessary, and ways in which young people can gain employment in the field are discussed. This series was produced in 1970 by Louis de Rochemont for Sterling Films. Each film can be used independently as it deals with one specific field of employment. Titles in:

Applying for a job
Business Machine Operations
Cooks and Chefs
Household Appliance Repairmen
Jobs in Automotive Trades
Jobs in Baking
Jobs in Cosmetology
Jobs in Drafting
Jobs in Hotels and Motels
Jobs in the Health Field
Jobs in Welding
Machine Trades
Opportunities in Clerical Work
Opportunities in Sales and Merchandising
Sheet Metal Trades

The Black Frontier, a series of four, hour long programs depicting the role of black people in opening up the American West, is now being distributed to American Forces Television Stations throughout the world. Army Colonel Robert Cranston, commander of the American Forces Radio and Television Service, said distribution of the programs began December 3 to forty-three land based AFTS stations in eighteen foreign countries—plus Alaska, Puerto Rico and ships of the Sixth and Seventh Fleets operating in the Mediterranean Ocean and the South China Sea. Colonel Cranston estimated that the programs will eventually be seen by approximately one and a half million servicemen and their dependents stationed in these areas of the world.
The Black Frontier, distributed by Great Plains National on 16mm color film, was produced by University of Nebraska Television at KUON-TV in Lincoln under a Ford Foundation grant.

MISCELLANEOUS

The Sipper's Snooper—Less intimidating than a patrolman, more acurate than a straight line. This do-it-yourself balloon test will help gauge drinking-driving ratios in two minutes. Ideal for hosts concerned about guests' safe return home. Pack contains 6 balloons, 6 breath test tubes and complete instructions. Six-pack $4.95 + 50c postage and handling. Send order to The Wooden Nickel, Dept. N, 4073 7th St., Riverside, Calif. 92501. Money back guarantee if not satisfied.

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